Assurance Argument

John A. Logan College - IL

3/13/2017

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

Related Strategic Plan Projects: #1-Student Success Initiative, #10-Strengthening Management Practices, #11-Diversity, #12-CQI Transition

1.A.1

Mission Statement:

- *John A. Logan is a diverse learning and teaching community committed to improving individual life and society through high-quality, accessible educational programs and engaged learning opportunities."* The Philosophy, Core Values, and Vision reflect the College's commitment to improving individual life and society through accessible educational programs and engaged learning opportunities.

Under the leadership of the sixth president, Robert L. Mees, John A. Logan College (JALC) followed the strategic plan "Logan at 50" from 2007 to 2012. Under the direction of the College's seventh president, Mike Dreith, the Board of Trustees approved to contract with Wunderle Consulting, Inc. in August 2012 to develop a five-year institutional strategic plan. Following an eight-month effort, the current Five-Year Strategic Plan FY 2014-2018 was adopted by the Board of Trustees in June 2013. This extensive strategic planning process was necessary due to the former plan being much broader in scope. Logan at 50 contained strategic pillars and goals, however, it did not encompass actionable items with specific timelines for implementation, and there was no ownership of defined strategic projects or performance measures. An important outcome of the strategic planning process was the reaffirmation of the Mission Statement by the College community. The consensus of the College community was that this statement accurately represented what the College stands for as an institution. It was also determined that JALC's Philosophy Statement, in fact, supplements and expands on the College's Mission Statement.

On October 14, 2015, the Board accepted the resignation of President Dreith and appointed Dr. Ron House as interim president of JALC. For the next ten months, Dr. House served as interim president

until the Board approved his employment as the eighth president of JALC effective September 1, 2016. In October 2016, with the support of the Board, Dr. House entered into discussion with the Strategic Planning Committee to review the 16 Strategic Plan Projects of the current Five-Year Strategic Plan.

1.A.2

The Philosophy, Core Values, and Vision reflect the College's commitment to improving individual life and society through accessible educational programs and engaged learning opportunities.

Currently, approved through the Illinois Community College Board, JALC offers 8 associate degrees, 37 associate of applied science degrees, 21 certificates and 12 occupational certificates that were developed to meet constituents' needs and provide students with diverse learning opportunities. Academic departments have individual web pages that explain programs and demonstrate both diversity and accessibility of curricula**.**

To increase accessibility for students, JALC offers non-traditional scheduling that includes block, day and evening offerings, as well as hybrid and online offerings. Courses are available in various modalities (e.g., face-to-face, hybrid, and virtual) on the main campus, two extension centers and one consortium, the Southern Illinois Collegiate Common Market.

Dual credit and dual enrollment courses are offered to increase college readiness and provide advanced learning opportunities. Dual Credit provides a partnership between the local high schools and JALC to ensure that course content and standards align with the course content being taught on the main campus. The College has completed the process of seeking accreditation through the National Alliance of Concurrent Enrollment Partnerships (NACEP). Notification of status is anticipated in Spring 2017.

John A. Logan College invests in services for students that aid in their academic success and align with the College's Mission and Goals including:

- Campus Tutoring Program provides professional and peer tutors to help students learn and develop academic skills. Free tutoring is offered to all students on a walk-in basis in the Math Help Room, and Biology Help Room; and one-on-one tutoring is available by appointment for both transfer and career classes. The tutoring program is certified Level 2 through the College Reading and Learning Association. All tutors are required to complete Level 1 and Level 2 training.
- Career Development and Planning: utilizes computer-based programs to assist students with career planning including Kuder-Internet-Based Assisted Career Guidance, Illinois Career Information Systems, and O*NET. Counselors work with students on a variety of pre-employment skills and assist them with finding both on-campus and off-campus employment.
- Career Services: utilizes computerized testing and personal interviews to assist students, graduates, and alumni in effectively realizing their career plans. The Center recognizes that making realistic career choices and adaptations to job market demands and changing lifestyles are essential to successful career development. A job fair is hosted each year attracting many employers from throughout the region. The primary objective of this event is to assist JALC graduates in their quest for permanent employment and exemplifies the College's commitment to support students' needs for interaction with potential employers and secure employment. In addition to assisting students in locating off-campus employment, the Career Services Center coordinates the student work program designed to provide part-time jobs on campus for students.

- [Clinical Sites](#) are provided for all PN and ADN students through coordination with 15 health care facilities**.**
- [Computer Labs](#) provide support for education programs. The College maintains 67 student computer and academic labs**.**
- [Desire2Learn](#) allows delivery of enhanced learning experience for face-to-face, virtual, and virtual environments.
- [Disability Support Services (DSS)](#) provides reasonable accommodations to students with documented disabilities. Accommodations may include but are not limited to, note taking, sign language interpreters, extended time for exams, alternative book formats, accessible seating, and disabled parking permits.
- [Diversity and Inclusion Office](#) enhances the education of all students and provides a variety of learning opportunities to prepare students for success in a global environment. The faculty and staff/student mentoring program, ADVANCE!, is provided through this office to help students address and manage challenges, overcome obstacles and adapt to new environments.
- [Early Alert Program](#) was implemented in Fall 2016, to assist in student retention. Students who need assistance due to academic performance, class participation, attendance, and behavior are identified by faculty.
- The retention counselor works as an academic advisor and oversees the retention program (Early Alert) for all students.
- [Information Technology (IT) Student Resources](#) supports students in a variety of ways by providing access to open computer labs, a student help desk and phone support, free email accounts, use of high-speed, high-security wireless Internet connection, and free Microsoft Office software.
- [Student Activities and Cultural Events](#) provides accessible, diverse, and engaged learning experiences through co-curricular and cultural programs. Clubs and organizations provide students with opportunities for leadership development, services to the College and surrounding community, and socialization with peers.
- [Student Success Center (SSC)](#) coordinates several programs that serve students' needs and promotes its programs and services by hosting an open house each semester. The SSC presents a variety of educational workshops each semester designed to enhance students' academic skills and improves student success, including study skills, learning styles, test-taking techniques, and more. The SCC's TRIO program provides support to 200 students annually who are either first-time generation college students, low-income student, or student with a disability (funded by the U. S. Department of Education). Services are provided free of charge and include in-person and online tutoring, mentoring services, cultural enrichment activities, preferential academic advisement appointments, scholarships, leadership development training, transfer and financial aid assistance, and more.
- [Veterans Resources](#) serves the needs of veteran students and is staffed by a veterans affairs specialist who is a veteran of the U.S. military. The staff is committed to making the transition from the military to College a simple process, and provide assistance with the application for military education benefits.
- [Writing Center](#) provides free tutoring assistance to students for English and written assignments and helps students improve their writing skills. It is staffed by full-time and term English faculty.

Student demographics are a reflection of the College district which encompasses all or part of five counties (Jackson, Franklin, Perry, Randolph and Williamson) in southern Illinois with a combined estimated population of 221,832 (U.S. Census Bureau, QuickFacts 2015). The Fall 2016 student body was 76.7 percent White and 13.7 percent minority. It should be noted that 9.6 percent of students were of an unknown ethnicity during Fall 2016.

Ethnicity	Fall 2016 JALC Student Body*	Jackson, Franklin, Perry, Randolph and Williamson Counties
White	76.7%	88.4%
Black or African American	10.1%	7.6%
American Indian and Alaskan Native	0.3%	0.3%
Asian	1.0%	1.3%
Native Hawaiian and other Pacific Islander	0.2%	0.0%
Hispanic or Latino (of any race)	2.0%	2.7%
Unknown	9.6%	--

Source: John A. Logan College Office of Institutional Research, "Student, Age, Ethnicity, and Gender Information," John A. Logan College Website

1.A.3

The College is a member of the Government Finance Officers Association of the United States and Canada (GFOA). JALC recently received their sixth Distinguished Budget Presentation Award for the JALC Fiscal Budget report. This award is presented for a published budget document that meets program criteria as a policy document, operations guide, financial plan, and communications device.

The overall budget process is guided under the direction of the vice-president of business services and college facilities and day-to-day coordination of the dean of financial operations. The allocation of resources is a collaborative effort among each area of the College and priorities support the Mission and align with the main Strategic Plan Projects. Details of the planning and budgeting process are included in Core Component 5.C.1.

Sources

- BUS_GFOA_Award
- Institution_Health Care Agency Contracts
- Institution_Strategic Plan FY14-FY18
- Instruction_ ICCB Programs FY 2017
- Instruction_Computer and Academic Lab Rooms
- Instruction_Dual Credit and Enrollment Expansion_Handbook
- Policy 3111 Statement of Philosophy
- Policy 3112 Statement of Core Values
- Policy 3113 Vision
- Website_Campus Tutoring Program
- Website_Career Planning

- Website_Career Services
- Website_Desire2Learn_Orientation
- Website_Disability Support Services
- Website_Diversity and Inclusion
- Website_Early Alert Program
- Website_Facilities_Extension Centers
- Website_Information Technology - Student Resources
- Website_Student Activities and Cultural Events
- Website_Student Success Center
- Website_Veterans Resource Office
- Website_Writing Center

1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

Related Strategic Planning Projects: #1-Student Success Initiative, #6-Process Improvements, #11-Diversity, #15-Career and Job Readiness

1.B.1

John A. Logan College publicizes its Mission Statement to both internal and external constituents and reinforces it through statements of Goals, Philosophy, Core Values, and Vision. The Mission Statement is displayed on the College's website and in several locations on the main campus and two Extensions Centers. The Mission Statement is printed in College documents and publications including the Five-Year Strategic Plan FY 2014-2018, Board Policy Manual, Administrative Procedures, College Catalog, Purchasing Policies and Procedures Handbook, Financial Aid Handbook, Nursing Handbook, Assessment Handbook, Continuing/Community Education Instructor Handbook, Course and Curriculum Submission Handbook, Dual Credit/Dual Enrollment Student Handbook, Dual Credit/Dual Enrollment Faculty Handbook, JALC Faculty/Staff Handbook, Rights and Responsibilities: A Student Code of Conduct, Campus Student Work Program Handbook, and Student Employee program: A Handbook for Supervisors. The statement is also included in commencement booklets to inform public audiences, such as those present at the commencement and pinning ceremonies.

The Statement of Mission and Goals was reaffirmed in 2013, during the development of the Five-Year Strategic Plan FY 2014-2018. The College community also reviewed statements of Philosophy, Core Values, and Vision. In summary, it was recommended that a task force committee revisit and update the Vision Statement to improve the clarity of expression and level of inspiration and ambition. The committee also recommended a revision of the existing Core Values to add service and replace fairness and honesty with integrity. A commentary on each of the values was developed to define the meaning and provide examples of behavioral expressions of these values. It was also determined that the Statement of Philosophy include a purpose statement that expands on the Statement of Mission and Goals. These statements serve as a guide for the College and have been used to develop policy, annual budgets, Facilities Master Plan, and most notably, the current Five-Year Strategic Plan FY 2014-2018.

1.B.2

As JALC moves forward under new leadership, the current Strategic Plan emphasizes the major priorities of JALC. Consistent with the Statements of Mission, Goals, Vision, Core Values, and Philosophy, sections of the Strategic Plan are devoted to education, diversity, regional needs, and economic growth. These statements emphasize education by providing individuals and the community high-quality programs and opportunities for "life-long learning," meeting regional needs and providing economic growth by promoting accessible, low-cost education.

1.B.3

The Statement of Mission and Goals, Philosophy, Core Values, and Vision are comprehensive and highlight JALC as committed to being a diverse learning and teaching community and affirms a strong commitment to high-quality education. The Goals are embedded within the Mission Statement include opportunities and services that are affordable and accessible, a community resource center and model of institutional excellence, a safe learning and working environment, and an environment that values diversity. The Vision ties it all together by responding to regional needs and preparing students for effective global citizenship and responds to regional needs.

Sources

- BUS_2017 Annual Budget
- BUS_Facilities Master Plan 2017
- Institution_Strategic Plan FY14-FY18
- Policy 3110 Mission and Goals
- Policy 3111 Statement of Philosophy
- Policy 3112 Statement of Core Values
- Policy 3113 Vision
- Policy Manual_Table of Contents
- Website_College Homepage

1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

Related Strategic Plan Projects: #1-Student Success Initiative, #8-Internal Communications, #11-Diversity

1.C.1

John A. Logan College's commitment to diversity is articulated in the Statement of Mission and Goals and Statement of Philosophy and is promoted across campus. The first goal is to "*foster an environment where diverse individuals, groups, and views are valued*." For example, the Office of Admissions and Advising serves constituents by adhering to an open-admissions policy, whereas the Diversity and Inclusion Office encourages cultural awareness and understanding. This office, established in 2013, is responsible for bringing awareness to faculty, staff, students and community through sponsorship of organizations, programs, initiatives, student clubs, meetings, and events. Events are open to the College community and other educational entities and address issues such as race, ethnicity, gender, religion, sexuality/sexual orientation, disability, popular culture, social justice, geographic and economic disparities, and international and global issues. Some programs are organized and sponsored by student clubs. The College supports community events such as the NAACP Annual Breakfast and Freedom Banquet and the Racial Justice Coalition. These events feature keynote speakers, cultural performances, panel discussions, awards and recognition, awareness meetings, community conversations/dialog, and advocacy meetings. The president and the director of diversity and inclusion seek guidance from the Diversity Committee comprised of faculty, staff, college administrators, Board of Trustees and individuals from diverse community groups. The primary role of this committee is to provide leadership and expertise to assist the College in meeting diversity goals.

A Cultural Audit was performed in 2012 by Bea Young Associates to benchmark inclusion and diversity perceptions and attitudes. This audit provided foundational and pertinent information to help set achievable goals to support Strategic Plan Project #11, which is entirely focused on Diversity. One of the results of this project was the development of a Diversity Policy approved by the Board of Trustees on June 24, 2014. Another milestone was the Campus Climate Survey on Diversity administered to students in Spring 2016, and faculty/staff in Fall 2016. These surveys have helped assess the campus climate and make recommendations to assist the College in promoting and increasing awareness. Most responses were positive which suggests a culture of inclusive excellence. Tasks currently underway include increasing the diversity of students and employees as well as comparing five-year trends in diversity perceptions and attitudes.

Faculty developed 36 courses that introduce and promote multicultural and diversity awareness. Students, faculty, and staff may also participate in international exchange programs within Europe, Asia, or Central America through the College's partnership with the International Consortium of

International Studies and Programs (ICISP). Between 2011 and 2016, five students participated in a semester-long study abroad program, eleven students participated in the summer study abroad program, and 85 students participated in programs to Costa Rica, Trinidad/Tobago, Ecuador, and Belize. Between 2014 and 2015, two staff members participated in exchange programs in Netherlands and Finland. The faculty/staff exchange program has been discontinued at this time due to budget constraints.

1.C.2

Further evidence of commitment to diversity is demonstrated by adherence to JALC's Equal Opportunity Policy and Affirmative Action Employment Application Administrative Rule. All open position advertisements and employment applications state that "John A. Logan College is an equal opportunity/affirmative action employer and encourages applications from all qualified candidates."

Several offices/centers/organizations at JALC are dedicated to supporting diversity and inclusion:

- Diversity and Inclusion Office sponsors a monthly Multicultural Perspectives Series, advises the Black Student Association, publishes the Diversity Spotlight Booklet, and supports the LGBT Community by providing Safe Zones. This initiative trains faculty and staff to become allies for students and colleagues through education, advocacy, visibility and skill development. The project is designed to reduce prejudice and discrimination while creating a safe campus.
- JALC Foundation Office provides scholarships for minorities including the Buster Rogers Memorial Scholarship (Marine veteran), Carterville Banking Center Scholarship, Bank of Herrin Scholarship (non-traditional or single parent), Jim Horn Memorial Scholarship (GED recipient), Casey Saffelder Memorial Scholarship (attended JALC's Alternative High School), Mildred Rose Bailey Dyslexia Memorial Scholarship (student with dyslexia), Judith A. Richardson Memorial Scholarship (displaced worker over the age of 35), Ann L. Knewitz and Achieve Scholarship (returning female age 25 plus), Eva Stover Scholarship (returning female with financial need), Gigi's Scholarship (single parent), Krystal Maranda Pritchard Scholarship (female in criminal justice), and Leathernecks MC Veteran Scholarship (veteran).
- Service-Learning provides multicultural opportunities with inclusive perspective. The Acts of Kindness project started three years ago serving underrepresented youth in the community, and This Able Veteran Project raises money to help support canines paired with veterans suffering from PTSD or mobility issues.
- Student Clubs and Organizations encourage diversity and inclusion through the Black Student Association, Chi Alpha Club, InterVarsity Christian Fellowship, and the National Society of Leadership Success. The Black Students Association focuses on education, economics, and cultural enrichment of the JALC black population. Chi Alpha encourages faith in students by providing an environment where they can learn and grow in Christ, with a focus on international students and people of color. The InterVarsity Christian Fellowship includes a multi-ethnic community that grows in love for Jesus. The National Society of Leadership and Success includes a diverse group of students from differing cultural and social backgrounds dedicated to bettering the world through leadership development. All clubs are open to any student regardless of race, religion, color, national origin, disability, age, sexual orientation, or gender orientation.
- Student Mentoring enhances the development of personal, social, and leadership skills and provides a personal touch when helping students achieve their academic and career goals. The ADVANCE! program is coordinated by the director of diversity and inclusion which facilitates the assignment of faculty and staff to students.
- Student Success Center offers the TRIO program and Disability Services to provide resources,

accommodations, and an individualized approach to help eligible students succeed.
- [Veterans Resource Center](#) provides services to assist veterans in their transition to college and reintegration into civilian life in partnership with the Veterans Administration Office in Marion, Illinois.
- [Grants](#) such as [Adult Education and Literacy (AEL)](#), [Truant's Alternative and Optional Education Program (TAOEP)](#), [Family Literacy](#), and [Highway Construction Careers Training Program (HCCTP)](#) serve disadvantaged, under-educated adults.

Sources

- BUS_Grants
- Diversity_ADVANCE! Mentoring Program
- Diversity_Campus Climate Survey 2016 - Students
- Diversity_Courses Containing Multicultural/Diversity Topics
- Diversity_Events Schedule 2016-2017
- Diversity_Programs
- Diversity_Student Clubs
- Institution_Affirmative_Action
- Institution_Foundation_Scholarships
- Instruction_Adult Basic Education/Family Literacy
- Instruction_Adult Secondary Education Program
- Instruction_Program_Highway Construction Careers Training
- Policy 3110 Mission and Goals
- Policy 3111 Statement of Philosophy
- Policy 3114 Diversity
- Policy 3510 Equal Opportunity Statement for Students and Employees
- Website_Diversity and Inclusion
- Website_International Education
- Website_JALC Foundation
- Website_Mentor Program
- Website_Service Learning
- Website_Student Success Center
- Website_Veterans Resource Office

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

Related Strategic Plan Projects: #1-Student Success Initiative, #15-Career and Job Readiness

1.D.1

John A. Logan College communicates its commitment to the public through its Mission Statement and Vision.

The following Workforce Development and Adult Education (WDAE) and Community Education Departments (CE) are designed specifically to serve the public by providing intellectual and economic resources which fall outside the realm of traditional community college services:

- Adult Basic/Secondary Education (ABSE) grant programs provide high school equivalency preparation and optional high school credit classes and family literacy programming at no cost to students.
- Center for Business and Industry (CBI) works to fulfill the needs of area employers by delivering on-demand, customized, short-term workforce training.   Conferences, seminars, and workshops are developed for area businesses, organizational groups, and government agencies, dealing with workforce topics. In 2011, the CBI led the way in forging a unique educational partnership with Southern Illinois Healthcare (SIH) with the goal of improving the health outcome and health status of the region.
- Procurement and Technical Assistance Center (PTAC) provides assistance to small businesses in procuring government contracts.
- The Highway Construction Careers Training Program grant trains women, minorities, and disadvantaged individuals for various highway construction trades. Between 2010 and 2016, there have been 200 graduates including 83 Caucasian, 111 Black American (89 male and 22 female), 4 Hispanic(3 male and 1 female), 1 Native American (female), and 1 Asian Pacific (male).
- Childcare Resource and Referral Center (CCR&R) serves early education needs within the 15 southernmost Illinois counties and provides training and professional development to child care and early education professionals. The CCR&R also manages a program to offset childcare expenses for qualifying families, which in turn, boosts the regional economy.
- Community Education Department makes available a comprehensive program of educational activities which are specially designed to support lifelong learning and meet personal enrichment needs of the district through public service offerings.

The College faculty serve as sponsors for high school events such as the Worldwide Youth in Science and Engineering (WYSE). In Spring 2016, over 100 students from 10 of the 11 district high schools competed. The College has also sponsored the local High School Business Contest, and in Spring 2016, 130 students from 8 of the 11 district high schools competed. In 2006, the College entered into a partnership with Gallaudet University Regional Center Midwest to become one of five regional centers in the United States. This partnership was reaffirmed in 2010, and provides training, support, and resources to deaf and hard-of-hearing individuals, their families, and employers within a 14-state region. The College's Career Services Office hosts an Annual Job Fair for regional and area employers that is open to the public and free to both vendors and participants. In 2016, 79 employers and 400 job-seekers attended.

Culturally, the Communications, Humanities, and Social Science Departments offers choral ensembles, art exhibitions, and theatrical performances, which are complemented by special events sponsored by the Office of Student Activities and Cultural Events. Likewise, the College continues to sponsor two very large community events, the 41st annual Autumn Fest and the 29th annual Southern Illinois Hunting and Fishing Days, as well as several other community engagement activities.

The Robert L. Mees Village Centre was named after the sixth president of JALC and serves as a hub of the Harrison/Bruce Historical Village that was dedicated to preserving local history. The project was completed in 2012, and consists of a replica of the Harrison house built in 1868, a replica of a 19th-century log cabin, general store, and post office. A new Village Centre serves as a venue for College and community gatherings as well as an Emergency Incident Command Center. These buildings are open for public tours and school groups.

The College demonstrates its commitment to the public by posting JALC planning documents on the website such as financial audits, financial budgets, Strategic Plan, and other various planning documents. The Board agendas and minutes are also posted on the College's website for public viewing.

1.D.2

The College is a not-for-profit member of the Illinois Community College Board (ICCB) system and oversight is provided by the Board of Trustees, not investors or a parent organization.

JALC offers high-quality accessible educational programs. The Five-Year Program Review cycle, as required by ICCB to evaluate educational programs, is followed to ensure program rigor and alignment with regional workforce needs. The review cycle includes input from specialized program accrediting bodies through advisory boards. In order to determine viability and efficiency, there is also an evaluation of enrollment trends, course modalities, and employment data.

Educators, as well as other professions, are supported by the availability of offerings that meet specific Continuing Education Units (CEU's).

JALC allocates approximately one-third of the overall College budget to the Instructional Division, which substantiates the primacy of educational responsibilities at JALC. Additional funds are allocated for academic support including library resources, computer labs, smart rooms, etc.

Fiscal Year	Total Budgeted Operating Funds	Instructional Program Budget	Percent of Budget for Instructional Expenditures

FY13	$38,050,395	$12,883,385	33.9%
FY14	$38,028,476	$12,661,087	33.3%
FY15	$39,229,210	$13,509,118	34.4%
FY16	$34,319,521	$11,821,695	34.4%
FY17	$28,928,331	$9,371,274	32.4%

1.D.3

The College's Philosophy states:

- *Within the limits of the College's ability to attain and maintain a solid financial base, it is ready and eager to provide low-cost traditional and non-traditional education opportunities whenever, wherever, and however they are needed by the citizens to improve the quality of their lives.*

Opportunities are identified through collaborations and partnerships with external constituencies that include employers, advisory boards, businesses, consortia, high schools, community organizations, and post-secondary institutions.

The Community Education Department makes available a comprehensive program of educational activities specially designed to meet the needs of all citizens in the College community, primarily the non-traditional student. Included in the program are public service activities (such as workshops, conferences, and seminars) and other community service activities which help students enhance their personal/leisure skills. Recreational fitness classes, open gym memberships, and national fitness programs, such as Silver Sneakers and Strong Survivors, are held in the College's Community Health Education Complex (CHEC) that includes a fitness center as well as lap and therapy pools. Fitness competitions and fundraisers for the general public are also held in the CHEC facility. There are 17 categories of courses, offered via 400+ sections per semester at over 100 different locations in the district. Some of the courses offered include Healthcare for Professionals, Occupational Classes, Computers, Firearms, Real Estate, Massage Therapy Certification, Finance, Homemaking, General Education, Photography, Physical Education, Music, Dance, Arts and Crafts, Pet Care, and classes for kids.

The Community Education Department processed 19,839 registrations in FY16, resulting in an increase of 10% from the previous year and a 26% increase from two years ago. The regular continuing education classes, in addition to the CHEC facility and healthcare classes, are extremely popular with the College community. In fact, the spring, fall, and summer 2016 semester enrollments were the highest ever!

Employers and businesses are engaged through program advisory boards and customized training accessed through the Center for Business and Industry. A variety of courses such as occupational safety and health courses, CPR, First Aid, and Emergency Preparedness are offered on-site to community partners. Partners are vital to career and technical education (CTE) programs to ensure graduates and programs meet workforce needs and remain current in the industry.

The College is a member of Southern Illinois Collegiate Common Market (SICCM), that offers high-cost, limited-enrollment allied health programs to not only meet regional workforce needs but also remain mindful of job market saturation in these fields. Each of the three SICCM allied health

programs has an external accrediting body, advisory board, and partners with area employers who provide externship/internship opportunities for students.

Ten of the 11 district high schools participate in the dual credit partnership, all 11 high schools participate in the dual enrollment portion, and 6 private or alternative schools participate in both. The College also serves a number of home-schooled students through Dual Enrollment. JALC faculty and high school counselors serve as liaisons and also serve as members on advisory boards.

The College has partnered with Southern Illinois University at Carbondale, Southern Illinois Workforce Development Board, and Greater Egypt Regional Planning and Development Commission in the Illinois Workforce Technical Assistance Program grant funded by the Center for Adult and Experiential Learning (CAEL) and the Illinois Board of Higher Education (IBHE). The grant is designed to provide individualized assistance to facilitate alignment between the demand of the region's health service industry and education and training supply. A key component of the technical assistance provided by CAEL is the Adult Learner Focused Institution (ALFI) assessment designed to provide a benchmark of how effectively we serve adult learners, as well as identifying opportunity areas for improvement. A student survey will be conducted during Spring 2017.

JALC has articulation agreements with 10 post-secondary institutions to ensure students transferability.

Several College employees are involved in the local communities through interests in external constituencies.

Sources

- BUS_Compare FY16-FY17 Budgets
- Institution_CE CHEC & Healthcare Classes 1996-2016
- Institution_Center for Business and Industry_Customized Training
- Institution_Center for Business and Industry_PTAC Chart FY12-FY16
- Institution_Community Engagement Report
- Institution_Continuing_Education_Units
- Institution_Enrollment Chart CE-CHEC-Healthcare Classes for HLC
- Institution_Enrollment Chart CE-CHEC-Healthcare Classes per Semester
- Institution_Event_Autumnfest 2016 Flyer
- Institution_Event_Hunting and Fishing Day 2016 Flyer
- Institution_External Constiuencies and Community Interests
- Institution_Highway Construction Careers Training Program
- Institution_Robert L. Mees Village Centre
- Instruction_SICCM Instructional Programs Offered
- Policy 1120 ICCB Purpose
- Policy 3110 Mission and Goals
- Policy 3113 Vision
- Website_Adult Basic and Secondary Education
- Website_Annual Job Fair
- Website_Board of Trustees Meeting Agenda and Minutes
- Website_Business Contest
- Website_Center for Business and Industry
- Website_Child Care Resource and Referral (CCRR)
- Website_Continuing Education Program
- Website_Gallaudet University Regional Center-Midwest
- Website_Transfer of Credit and Articulation Agreements
- Website_Workforce Development and Adult Education
- Website_WYSE Competition

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

The John A. Logan College Mission Statement was developed in 1968 and recently reaffirmed by the College community as part of the institution's strategic planning process. The Mission Statement is easily found on display; its ethos is expressed through other institutional platitudes, including the Vision, the Goals, the Philosophy, and the Core Values. The College's commitment to diversity is expressed in its Mission Statement and Goals and Statement of Philosophy. Dedication to serving the public good is evident in the purpose of specific departments and programs throughout the College.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

Related Strategic Plan Projects: #5 - Knowledge and Information Management, #8 - Internal Communications

2.A

John A. Logan College (JALC) is governed by a Board of Trustees (the Board) that is responsible for creating, adopting, and enforcing policies that abide by the Illinois Public Community College Act (110 ILCS 805) and federal laws to warrant integrity in all operations of the College. There is a Board Policy Committee that reviews all policy requests before presenting to the Board for final approval. Board policies pertain to all areas of the College, including finances, academics, human resources, information technology, athletics, purchasing, and vendors. The Board Policy Manual and the Administrative Procedures provide guidance in the daily operation of the College and are posted on the College's intranet site for faculty and staff access. Multiple policies and procedures are also cited in the College Catalog and handbooks.

Financial Integrity

Each fiscal year, the Board approves an annual budget. Before final approval, the legal budget is put on public display for a 30-day period followed by a public hearing.

In accordance with policy and administrative procedure, the JALC Purchasing Department provides oversight of purchasing for goods and services that provide faculty, students, and staff with resources and services they require to align with the mission of the College. This department strives to maximize the return on every dollar and uphold the highest level of professional and ethical purchasing. The department makes available a Purchasing Policies and Procedures Handbook to guide faculty and staff in their purchasing requests.

The vice president of business services and college facilities services acts as the College's chief financial officer. Fiscal oversight is monitored through the day-to-day budget supervision and management provided by deans, department chairs, and directors per the College's organizational chart.   Monthly financial summaries including a Treasurer's report and detailed expenditure list are presented at each Board of Trustees meeting by the vice president for business services and college facilities.

Throughout the academic year, the faculty and staff are appraised of the financial health of the College at Fiscal Friday seminars and participation in the budgeting process.

Per section 1501.503 of the ICCB System Rules Manual, and JALC Policy, Audit of College Accounts, an annual external audit is required by an independent certified public accountant. The Board Finance and Budget Committee reviews and discusses the final audit with the lead auditor and Board Treasurer before it is presented to the entire Board of Trustees at a regularly scheduled meeting. Annual audit reports are posted on the College's public website under the planning documents link.

Financial ethics and integrity by College employees are maintained through established policies and procedures such as purchasing, disbursement of payments and grant funds, investment of money, travel, and signature authorization on College accounts. Further, JALC has been awarded the "Distinguished Budget Presentation" Award for the last six consecutive years from the Government Finance Officer's Association.

In 2014, the College adopted a Capitalization and Inventory Administrative Procedure, which provides for the protection of fixed assets and equipment items.

Academic Integrity

The College has established a grievance/complaint process for the prompt and equitable resolution of student complaints. The process for handling a student grievance/complaint is outlined in the Discrimination/Equal Opportunity Grievance/Complaint Policy for JALC Students. Before filing a formal written report, students are encouraged first to seek to resolve the matter informally. Should the student's grievance/complaint not be resolved through the informal process the student may file formally in accordance with board policy.

The first responsibility of JALC faculty and staff is to ensure the integrity and confidentiality of students as outlined in the Management of Student Records and Student Identity Verification administrative procedure. When a student registers, they receive a personal VolMail email address which is entered in Jenzabar. The student's JALC user account is automatically created, and a random password is sent to the student's personal email. Students have access to the password manager system that allows them to choose three challenge questions to help them reset their password. Online students must log into the D2L system using assigned login credentials. Login credentials are protected through https and standard encryption methods for protecting passwords. The Testing Center requires photo ID's before providing services.

Practices for Student Verification and Identify

The College's Records and Retention Policy is in accordance with federal, state, and local laws for legal, fiscal, administrative and historical purposes. Records of historical value are identified and retained permanently, while other records are retained for specific periods of time and then disposed of properly.

John A. Logan College is committed to the academic, ethical and social development of students and strives to uphold the College's Core Values of Service, Responsibility, Integrity, Respect, and Compassion. Integrity, in its academic functions, is outlined in the student handbook, Rights and Responsibilities: Student Code of Conduct, College Catalog, Faculty/Staff Handbook, Board Policy Manual, and Administrative Procedures Manual.

JALC's integrity is exhibited through policies and procedures for faculty, staff, and students. Equal access to a safe teaching and learning environment is preserved through the following policies: Equal Opportunity, Sexual Harassment, Zero Tolerance for Violence, Weapons and Firearms, Academic Honor Code, Drug and Other Substance Abuse, Including Alcohol, and Family Educational Rights and Privacy Act).

The College website provides students with information related to the admission process, support services, costs associated with classes, restricted programs, specialized accredited programs, and graduation requirements. In August 2016, the new student portal was activated that includes a degree audit link. This link includes all program guides and can be utilized by both advisors and students in tracking their educational plan.

The Course and Curriculum Submission Handbook serves as a guide for submitting proposals to the Curriculum and Instruction Standing Committee for approval. This handbook provides consistency as outlined in the Administrative Procedure for Curriculum Development. The College employs a part-time coordinator of transfer programs to monitor the Illinois Articulation Initiative and articulation agreements and adheres to the ICCB five-year rotation schedule of program reviews.

Faculty communicate course requirements through syllabi uploaded to the Syllabi Portal on the College's website. The Online Assessment Team uses an assessment rubric to evaluate online classes to ensure minimum standards are met.

Because JALC is committed to offering excellent programs, students are provided an Educational Guarantee. All graduates of career programs are guaranteed the technical and academic skills required to be successful in the workforce. Also, the transferability of baccalaureate-transfer courses to public universities and colleges is assured through policy, articulation agreements and the Illinois Articulation Initiative (IAI).

Students, as part of the academic community, are required to observe the rules and policies outlined in the student handbook, Rights and Responsibilities: A Student Code of Conduct.

Personal Integrity

The College has developed policies for personnel including equal opportunity, non-discrimination, affirmative action, hiring, and grievances. All job advertisements state that the College is an equal opportunity employer and all applicants are required to sign a nepotism statement.

The director of compensation and benefits provides an orientation for new hires. New hires will be evaluated monthly during the 90-day probation period according to the Evaluation Policy. Full-time faculty also participate in an orientation with the dean of academic affairs and appropriate department chair to review administrative procedures and board policies and receive a copy of the Faculty/Staff handbook. All new Term-faculty are assigned a mentor and meet with the director of term faculty instruction for their orientation. The College has policies and procedures regarding ethics for faculty, staff, and students that include conflict of interest, Employees Ethics Act, and confidentiality of student records.

Employees are provided opportunities for professional development, professional growth and community engagement through policies and collective bargaining agreements. Training is also provided by the Learning Resource Center, Center for Business and Industry, and various community partners.

Grievance procedures for employees are outlined in employee collective bargaining agreements and the Grievance Procedure Policy. All procedures articulate the timeline and steps toward resolution.

Auxiliary Functions Integrity

Auxiliary functions at JALC are overseen by the vice-president for business services and college facilities, whereas the day-to-day operations are guided by the director of purchasing and auxiliary services. Several functions are outsourced and include the JALC Bookstore, vending, and food services. Contracts are awarded according to the Request for Proposal process and recommendation from a campus selection committee. Awarded contracts adhere to board policies regarding business contracts, conflict of interest, and purchasing to ensure integrity.

Students are provided opportunities to participate in clubs, organizations, and athletics to provide diverse learning opportunities that supplement and reinforce academics. Clubs and organizations adhere to the educational mission of the College and provide opportunities for service learning, leadership, and obtainment of personal and professional skills. Collegiate athletes must observe the Student-Athlete Code of Conduct and rules of the National Junior College Athletic Association.

Sources

- Admin. Proced. 302 Procedure for Curriculum Development
- Admin. Proced. 701 Purchasing Procedures Handbook
- Admin. Proced. 723 Capitalization and Inventory Procedure
- Admin. Proced. 806 Student Athlete Code of Conduct
- Admin. Proced. 808 Student Clubs and Organizations at JALC
- Admin. Proced. 822 Management of Student Records and Identity Verification
- BUS_GFOA_Award
- BUS_Purchasing Policies and Procedures Handbook
- Institution_Articulation Agreements
- Institution_Collective Bargaining Agreements_Grievance
- Institution_Collective Bargaining Agreements_Professional Development
- Institution_College Catalog
- Institution_College Catalog (page number 20)
- Institution_Handbook Table of Contents
- Institution_HR_Job Advertisemts
- Institution_ICCB_System Rules_Manual 2016
- Institution_ICCB_System Rules_Manual 2016 (page number 45)
- Institution_Nepotism Statement
- Institution_Organizational Chart
- Institution_Rights and Responsibilities-A Student Code of Conduct 2017
- Institution_Tuition and Fees_Website
- Instruction_AS Degree Program Guide
- Instruction_Course Curriculum Submission Handbook 2017
- Policy 2310 Duties of the Board of Trustees
- Policy 2710 Formulation of Policy
- Policy 3362 Drug and Other Substance Abuse

- Policy 3364 Sexual Harrassment
- Policy 3372 Zero Tolerance Violence
- Policy 3373 Weapons and Firearms
- Policy 3510 Equal Opportunity Statement for Students and Employees
- Policy 3512 Discrimination Equal Opportunity Grievance Policy for JALC Students
- Policy 4211 Ethics Policy
- Policy 5230 Evaluation
- Policy 5250 and 5251 Professional Growth
- Policy 5290 Grievance Procedure
- Policy 7110 Fiscal Year
- Policy 7120 Adoption of Budget and Budget Transfers
- Policy 7130 Audit of College Accounts
- Policy 7151 Conflict of Interests
- Policy 7152 Business Contracts
- Policy 7154 Purchasing
- Policy 7155 Disbursements
- Policy 7160 Investments
- Policy 7172 OMB Budget Circulars
- Policy 7280 Records Retention
- Policy 8313 Academic Honor Code
- Policy 8430 Release of Student Information and Access to Student Records
- Policy Manual_Table of Contents
- Website_Admission Process
- Website_Financial Audit
- Website_Graduation Application
- Website_Illinois Articulation Initiative
- Website_Learning Resources Center
- Website_Program Guides
- Website_Restricted Allied Health Admission
- Website_Specialized Accredited Programs
- Website_Student Success Center
- Website_Syllabi Portal Spring 2017

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

Related Strategic Plan Projects: #1 - Student Success Initiative**,** #8 - Internal Communications, #9 - Website Redesign

2.B

John A. Logan College is committed to providing up-to-date information to current and prospective students, the College community, and external stakeholders regarding academic programs, community education, faculty and staff, student costs, control, and accreditation relationships.

The College uses both electronic and print sources to communicate with multiple audiences, with the College's website being the predominant mode of communication. Additional means of communication, such as social media, includes Facebook, Twitter, and YouTube. Printed sources include news releases, College Catalog, brochures, and the student handbook, Rights and Responsibilities: A Students Code of Conduct.

In addition, faculty, staff, and students may register to receive JALCtext. The JALCtext system is designed to enhance and improve communications so that all constituents can stay informed about campus events, campus emergencies, and school closings. Other accounts available to current students include the MyJALC Portal, which is the faculty, advisor, and student interface with Jenzabar. The Portal was rolled out during Summer 2015 and provided student access to schedules, registration, grades, account balances, program worksheets, etc. VOLmail provides a student email server, and Desire2Learn allows JALC to deliver enhanced learning experiences for students in face-to-face, virtual, hybrid and blended environments. New students are also provided a New Student Information Guide during advisement that provides a checklist of required steps.

The College website provides a link to an instructional calendar for students and the College community that communicates departmental deadlines such as financial aid, campus activities, and other instructional deadlines. An employee directory link is available on the College's main web page that provides contact information, and a student right to know/consumer information link also provides easy access to pertinent information for students on the main web page.

Under the direction of the director of dual credit and partnerships, each high school has a team leader that coordinates test dates, registration processes, and facilitates dual credit and dual enrollment efforts for high school students. These team leaders, which typically serve as the high school counselor, meet each fall and spring on campus to be updated on any changes.

The JALC Financial Aid Office is committed to providing students and parents of the district with the information and assistance necessary to obtain their educational goals. Each fall the JALC Financial Aid Office hosts an evening Financial Aid Workshop for potential students and parents and a free Financial Aid Certification Program in cooperation with the Illinois Student Assistance Commission for counselors, mentors, students, and parents.

The Student Ambassador Scholarship Program provides a full two-year scholarship for up to 22 high school students. These scholarships are awarded each academic year to one graduating senior per high school who plans to attend JALC. Recipients are required to be an advocate for JALC and perform 50 hours of service during an academic year.

Programs and Cost

The College Catalog, Rights and Responsibilities: A Student Code of Conduct handbook, JALC View Book, College web site, and program brochures are used to convey information regarding academic programs and requirements to students and the College community. The College Catalog contains information regarding tuition, fees, programs, financial aid, student requirements, accreditation relationships, policies, procedures, and listings of College faculty/staff and the Board of Trustees. Prior to each academic year, the Catalog Committee reviews and updates the Catalog to reflect changes in curricula, policies, procedures, regulations, and employees. In 2015, the Catalog Committee recommended the implementation of a fully on-line catalog, posted on the College's website, to ensure that prospective and current students have access to the most current information in real-time. Direct links to course descriptions and program guides are also provided.
Many departments create program-specific brochures to provide information to potential students about program offerings. Brochures are designed to provide basic information while directing the student to the College website for details.

A tuition and detailed fee list posted on the College website, College Catalog, and semester course schedules includes the tuition and standard fees, payment options, refund policies, and financial assistance information. All financial aid information is also available on the College website under the financial aid link. The Allied Health restricted entry programs with variable tuition have information packets that include detailed cost sheets for prospective students. Students interested in these restricted programs are required to test for placement, due to limited enrollment, and be advised through the Testing Services Office.

Tuition and fee statements are accessible to students in a variety of methods: student VOLmail email address, MyJALC portal, through advisement appointments, and Bursar Office staff. They are also printed and mailed to students with balances before each due date. JALCtext messaging is also utilized to remind students of deadlines.

The College provides information to prospective students in occupation certificate programs to meet Gainful Employment regulations. Information regarding program length, cost, median loan debt, and completion details are reported on programs with 10 or more graduates. Job placement rates are also reported from data collected from students that graduated within the current reporting year. Students not responding to post-graduation communication via email or telephone are excluded from the calculation.

Policy information is made available to students in the student handbook, Rights, and Responsibilities: A Student Code of Conduct. This publication is a compilation of policies adopted by the Board to assist students in experiencing success in their academic and extracurricular activities. This publication is routinely updated by College legal counsel and administration to ensure compliance with state and federal laws and regulations.

The JALC Foundation recently launched a new comprehensive, integrated scholarship management system, Academic Works that will simplify the awarding of scholarships and make the process of

applying more user-friendly for students.

Faculty and Staff

Full-time faculty and staff credentials, job titles, and contact information is available in the College Catalog and posted on the College website.

Control

The establishment of policies for the governing of a community college district by the Board and the administration calls for a higher order of devotion, statesmanship, and integrity. It is of utmost importance for the good of the students that the Board and the president work in an atmosphere of mutual trust and goodwill as outlined in the Principles and Procedures for Effective Cooperation Between the College Board and President**.** The JALC organizational chart reflects the chain of command and flow of communication.

The President is responsible to the Board for the total operation of the College, including the recommendation of administrative policies and administration of the College according to established policy, President.

Article II Section 2000 of the Board Policies pertain to the organization, membership, duties, meetings, and methods of operation, of the Board. The Board shall be elected by the College community and serve a six-year term. All Board meetings will follow the guidelines of the Open Meetings Act, announcing the time and location of the meeting on the College website. All board agendas are made available on the College website under the link, Board of Trustees, at least 48 hours before the start of the meeting. Meeting announcements are sent electronically to local newspapers and television stations. Minutes are posted within seven days following approval.

The College budget is a control document adopted by the Board. The external audit is also presented annually to the Budget and Finance Committee and the full Board for approval.

Accreditation

Information regarding the College's accreditation status with the Higher Learning Commission is clearly and prominently displayed in the College Catalog and on the College website. John A. Logan College is also recognized by the Illinois Community College Board, Illinois Board of Higher Education, Illinois Board of Education, and Illinois Department of Veterans Affairs.

JALC is also a consortia member of the Southern Illinois Collegiate Common Market offering four allied health programs.

The College currently has nine programs that require separate accreditation.

Sources

- Admin. Proced. 401 Organizational Chart
- Institution_Article II Section 2000
- Institution_College Catalog

- Institution_College Catalog (page number 2)
- Institution_College Catalog (page number 21)
- Institution_College Catalog (page number 37)
- Institution_College Catalog (page number 421)
- Institution_Social Media
- Institution_Tuition and Fees_Class Schedule
- Institution_Tuition and Fees_Website
- Instruction_Program Costs for Resticted Allied Health Programs
- Instruction_Programs with Specialized Accreditation
- Policy 4110 Duties of the President
- Policy 8310 Student Rights and Responsibilities (Handbook and Amendments)
- Website_Acreditation
- Website_Board of Trustees Meetings Schedule
- Website_College Homepage
- Website_Foundation AcademicWorks
- Website_Higher Learning Comission
- Website_Instructional Calendar
- Website_JALC Text Updates
- Website_MyJALC Portal
- Website_Southern Illinois Collegiate Commom Market
- Website_Southern Illinois Collegiate Commom Market (page number 2)

2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

Related Strategic Plan Projects: #13 - Learning Management System, #14 - Planning and Institutional Effectiveness, #16 - Capital Construction Renovation and Maintenance

The Board of Trustees is the official governing board of John A. Logan College (JALC) and consists of seven trustees elected at-large from District #530, with staggered six-year terms. One student trustee, who has an advisory vote, is elected by the student body and serves a one-year term. Article II Section 2000 of the Board of Trustees Policy Manual contains policies that summarize membership, meetings, methods, and duties of trustees. Meetings are held the fourth Tuesday of each month, except in December.

2.C.1

There have been several successful capital construction projects since the last HLC visit in 2007, including renovations and upgrades to student and academic labs. In January 2013, JALC signed a five-year contract to adopt a single learning management system, Desire2Learn (D2L). Before this time, JALC supported two systems simultaneously, Blackboard and Moodle, which called for a two-part integration with D2L. Summer 2013 was the first semester D2L was live, and by the start of Fall 2013, JALC was operating with one learning management system.

The Board embraced the need for an improved, comprehensive strategic planning process and approved the hiring of a consultant to assist in formulating the current Five-Year Strategic Plan FY 2104-2018, approved in June 2013.

The Board made some difficult decisions over the past ten years as a result of unprecedented state budget cuts, delayed payments, and reduced funding. The Board adopted a Sustainable Plan for Budget Cuts in March 2010, which resulted in net savings to the College of over $1.3 million. The College also received an Illinois Council of Community College Administrators Innovation Award.

A modified form of zero-based budgeting was implemented in FY14 and has now been utilized for four budget cycles. In FY15, employees were invited to submit suggestions for reducing expenditures or increasing revenue for FY16. Approximately 400 responses were received and reviewed by the senior administration.

In relation to revenue, the Board has had to consider tuition increases over the last ten years. More recently, a $5.00 student technology fee was implemented, and a $60.00 student activity fee was approved effective Spring 2017. These detailed fees are available on the College website.

In Spring 2016, further reductions were made through a reduction-in-force that impacted 55 employees. Thirteen faculty have been recalled, and nine staff members have been rehired because of fiscal savings through retirements and resignations.

2.C.2

The Board exercises its leadership in the operation of the College through formulation and adoption of written policy. The Board Policy Committee presents recommendations to the Board for first reading at least one regular meeting before a vote is taken. At this same time, policy draft revisions are emailed to all employees for review to provide an opportunity for employee feedback prior to board action. All policies must be adopted/revised by a majority vote of the Board. During FY16, the Board Policy Committee reviewed policies five or more years old to ensure accuracy and relevancy.

The Board seeks input on the development of policy and administrative procedures from College Council, Non-Teaching Professional Advisory Committee, collective bargaining groups, Student Senate, College committees, Board Committees, Student Trustee reports, Health/Life Insurance Committee, and Strategic Planning Steering Committee. The administration and Board also make a concerted effort to consider the interests of external constituencies. For example, the College community was invited to participate in the strategic planning process in 2012 through interviews, surveys, focus groups, and comments on the strategic plan draft. Focus groups have been held at the Community Health and Education Complex to receive community input on operations and services. Every Board meeting agenda includes an opportunity for "Public Comments/Questions."   Board members interact with the College community on a regular basis through Chambers of Commerce, Legislative Breakfasts, superintendent meetings, Advisory Board meetings, and community events.

2.C.3

The Board is subject to the State Officials and Employees Policy Act referenced in Policy 4210 which regulates solicitation and acceptance of gifts, prohibits political interference or wrongful influence, and requires the Board to approve any gift or real estate grant bestowed upon the College to ensure they are for College purposes and align with the Mission. The Illinois Governmental Ethics Act also requires trustees and administrators with budget oversight responsibilities to complete a Statement of Economic Interest form each calendar year that is filed with the Williamson County Clerk's Office.

Conflict of interest or the appearance of impropriety is in violation. For example, trustees who have a direct interest in a matter presented to the Board should remove themselves from the discussion and abstain from voting. In addition, the JALC Foundation was established as a separate Illinois not-for-profit cooperation, with a separate Board of Directors, to prevent conflict of interest and inappropriate influence by donors.

In 2009, clauses 11 and 12 were added to general hiring policy which prohibits nepotism and requires full disclosure of personal acquaintances or professional relationships in an employee selection process. These changes were in direct response to issues identified in the hiring process during the 2007 reaffirmation for accreditation self-study.

2.C.4

The Board delegates the day-to-day management of the College to the administration in following policy, Principles and Procedures for Effective Cooperation Between the College Board and President.

Policy 4100, President, outlines the general responsibilities and specific duties. "*The president is responsible to the Board of Trustees for the total operation of the College, including the recommendation of administrative policies and the administration of the College according to established purposes and policies.*"

The Collective Bargaining Agreement between the Board and the JALC IEA Association Section 3.17-1 states that full-time faculty will perform all duties as outlined in the agreement. Term faculty are also bound by collective bargaining language in Section 3.1-2 that affirms that term faculty will fulfill all terms of the employment contract unless, through an agreement between the College and individual, an exception is arranged.

Sources

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- Board of Trustees Minutes 1-22-13_ERP System
- Board of Trustees Minutes 3-02-10
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- Institution_Article II Section 2000
- Institution_Budget Reduction_Employees Responses
- Institution_Capital Construction Projects 2007-2016
- Institution_Tuition Increase
- Instruction_Committee Structure_FY17
- Instruction_Full-Time Faculty Agreement 2016-2017
- Instruction_Full-Time Faculty Agreement 2016-2017 (page number 25)
- Instruction_Student Activity Fee
- Instruction_Term-Faculty Agreement 2014-2018
- Instruction_Term-Faculty Agreement 2014-2018 (page number 7)
- Policy 2710 Formulation of Policy
- Policy 2810 Principles and Procedures for Effective Cooperation Between College Board and President
- Policy 4210 Acceptance of Gifts, Grants, Legacies
- Policy 7151 Conflict of Interests
- Web Agenda 2-28-17
- Website_Board of Trustees Members
- Website_JALC Foundation
- Website_Tuition and Fees_Detailed Fees

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

Related Strategic Plan Projects: #11 - Diversity, #8 - Internal Communication

2.D

Freedom of Expression

John A. Logan College provides freedom of expression to all members of the College community. The College reaffirmed its commitment to academic freedom with the adoption of the Core Values in the Five-Year Strategic Plan FY 2014-2018. These core values reiterate the institutional support of academic freedom and the pursuit of truth in teaching and learning.

"The Board of Trustees recognizes its responsibility to encourage the search for and analysis of knowledge and to protect the academic freedom of its faculty and students to pursue such search and analysis." This policy**,** Academic Freedom is provided in the Faculty Staff Handbook and collective bargaining contracts for full-time faculty and term faculty, and states that "outside the College realm, faculty members speak and write as citizens and should be free from institutional discipline or censorship." Employees can offer compliments, ideas, and suggestions regarding college services via the employee comment web page. The Board agenda also provides an opportunity for employee groups to report at Board meetings.

Student freedom of expression is encouraged. The Rights and Responsibilities: A Student Code of Conduct outlines student rights and provides information on College policies and procedures specifically related to the student. A "netiquette" statement is encouraged to be added in every online course but is not required. In addition to rights, expectations for academic integrity are also outlined, as are grievance procedures and potential sanctions for misconduct.

Student Senate is the official student government of JALC. The Senate represents the student body and addresses student issues, conducts service projects, and encourages student involvement. During the fall and spring semesters, the Board holds a 30-minute interactive open session during a regular board meeting with Student Senate members.

Each April a campus-wide student referendum is held to elect a Student Trustee to serve a one-year term as a Student Board member.

Club Corner represents a variety of clubs, organizations, associations and groups. Student clubs provide an excellent opportunity for students to reinforce learning, develop professional and personal skills including leadership, communication, teamwork and project management.

Students, staff, and faculty are provided an outlet annually for creative expression through JALC's literary magazine, Expressions**,** which publishes poetry, short stories, song lyrics, and artwork.

The Career Technical Education programs seek expertise from advisory groups. These groups meet to discuss program needs, determine if student skill levels are meeting employers' needs, and discuss any need for future expansion.

The flow of communication at JALC allows for input from many levels. The communication starts at the Board level and flows through the organizational structure. College Council is a campus-wide open meeting held twice per semester during academic years. College Council allows an opportunity for all faculty and staff to receive and deliver institution-wide updates and committee reports.

New project owners for Strategic Plan project # 8, Internal Communication were assigned as a result of the 2017 quarterly meeting in February. Current communication practices will be reviewed and evaluated for effectiveness.

The president meets with each collective bargaining unit once in the fall and once in the spring. JALC currently has contracts with five collective bargaining units including Teamsters Local Union No. 347 (custodians, building and grounds maintenance); Operational Staff Association (support staff); Southern and Central Illinois Laborers' District Council Local 773 (campus police); John A. Logan IEA Association (full-time faculty); and Association of Term (part-time) Faculty.

Pursuit of Truth

The five goals of JALC that support the mission of being a "diverse learning and teaching community" include:

- foster an environment where diverse individuals, groups, and views are valued
- provide programs and services for lifelong learning that create and enhance opportunities for achieving career and personal goals in a changing society
- serve with integrity and accountability as a model of institutional excellence
- offer affordable programs and services enhanced by technology in an accessible and safe learning and working environment
- be a center for intellectual, economic, cultural, and recreational resources for individuals and communities.

Faculty are supported in pursuing scholarly activities that enhance teaching and learning. Professional development funds are provided annually to support faculty participation in professional development to remain current in their field. Diverse experiences are also offered through events sponsored by the Diversity and Inclusion Office. Cultural, educational, and diversity events are also made available to students and public to promote life-long learning to the College community, such as theatrical/musical productions, guest speakers, legislative speeches, and Civil War days. These opportunities support one of the Strategic Plan Project #11- Diversity which promotes cross-cultural understanding to better prepare graduates for careers in a diverse, global workplace.

Sources

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- Institution_Faculty and Staff Handbook 2016-2017 (page number 19)
- Institution_Rights and Responsibilities-A Student Code of Conduct 2017
- Institution_Rights and Responsibilities-A Student Code of Conduct 2017 (page number 34)
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- Institution_Service Learning Projects
- Institution_Strategic Plan FY14-FY18
- Institution_Strategic Plan FY14-FY18 (page number 25)
- Institution_Strategic Plan FY14-FY18 (page number 71)
- Instruction_Full-Time Faculty and Term-Faculty Agreements
- Instruction_Full-Time Faculty and Term-Faculty Agreements (page number 43)
- Instruction_Full-Time Faculty and Term-Faculty Agreements (page number 95)
- Policy 2380 Student Board Member
- Website_Employee Comments and Responses
- Website_Netiquette
- Website_Student Activities_Club Corner

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

Related Strategic Plan Projects: #1 - Student Success Initiative, #4 - Assessment, #5 - Knowledge and Information Management, #10 - Strengthening Management Practices

2.E.1

As stated in the Mission, the College is a "diverse teaching and learning community." The central focus of the College is on teaching for student academic success, not research. Hence, most policies and procedures focus on ethical and responsible acquisition and application of knowledge, as opposed to research.

Although the College is a teaching institution, oversight of research and scholarly practices do exist. The Board developed policy, establishing the responsibilities of the Institutional Review Board to become compliant with federal regulations regarding research with animal subjects.

The College is committed to ensuring quality and accounting standards through the Application for and Acceptance of Grants Policy and the Financial Management Systems and Office of Management and Budget Circulars policy. The Business Office staff includes a grant staff accountant to support grant management.

The College complies with the Copyright Act of 1976, Digital Millennium Act, and the Technology Education and Harmonization Act. The Learning Resource Center publishes educational material and provides training to educate faculty and staff regarding the provisions of US copyright laws. The Copy Center does not allow the use of copyrighted materials without appropriate copyright clearance. Online instructors are evaluated by the Online Assessment Team and are checked for evidence of copyright clearance, if required, through a component of the assessment rubric. Students are provided education on the use of copyrighted materials and scholarly works through the Library Services and classroom instruction. The Academic Honor Code provides academic and ethical expectations in regards to copyright infringement, plagiarism, purchased work, and other forms of academic dishonesty.

The Illinois Cooperative Work Study grant was administered through the Career Services office and awarded through the Illinois Board of Higher Education. The Co-Op grant allowed students to receive academic and career preparation. Students interested in an internship as required per specific programs are eligible as well to seek assistance through the Career Services office. The Co-Op grant was not funded in FY16 and FY17 due to the state budget situation.

The ADN/PN clinical sites are coordinated by the director of nursing. The specialized accredited programs offered through SICCM requiring clinicals, internships, externships, and/or fieldwork are arranged by the individual program directors and/or faculty. Other College programs requiring exclusive site arrangements by faculty include Nursing Assistant, Heating and Air, Diagnostic Cardiac Sonographer, Dental Assisting and Dental Hygiene.

2.E.2

In Fall 2014, the College revised its Student Learning Outcomes (SLOs) and added Information Literacy to ensure students learn the legal and ethical use of information regardless of their discipline. Students gain an education in the ethical use of information in individual courses, the Writing Center, TRIO program/Student Success Center, and Library Services. The Library website links to resources that provide tutorials and examples of plagiarism and proper use of citations. Also, library staff visit classrooms to discuss the ethical acquisition and use of information upon faculty request. Student expectations regarding the ethical use of information are outlined in the Academic Honor Code along with possible sanctions for violations.

The College's Quality Initiative is the Assessment Academy which follows a ten-year assessment cycle including planning, collecting, and analyzing data. The first four-semester cycle of assessment for Information Literacy was completed in Spring 2016, and results were reviewed and summarized by the Assessment Academy Team.

Appropriate electronic use of technology is encouraged by students, faculty, and staff and is communicated through policy. This policy appears during each login on all computers. Electronic Use Policy addresses access, application and disclosure of electronic mail and Internet messages and material created, sent or received by JALC employees and students using the College's systems. College computers project an AUP Computer Logon Notice when booted.

2.E.3

The Academic Honor Code addresses multiple forms of dishonesty that includes plagiarism, cheating, falsification, fabrication, misrepresentation, copyright infringement, lying, and submission of another's work. This policy is made available to students on the MyJALC Portal and student handbook, Rights and Responsibilities: A Student Code of Conduct. Sanctions for infractions may include a reprimand or warning, repeating the assignment, failing grade, probation, suspension from the course, suspension from the College, or expulsion. Faculty are expected to document cases of plagiarism on the Student Plagiarism Form. Actions taken by the faculty or administration may be appealed by the student.

Sources

- Admin. Proced. 405 Learning Resource Center
- Institution_Assessment Cycle FY15-FY25
- Institution_Library Services_Research Guides and LibGuides
- Institution_Rights and Responsibilities-A Student Code of Conduct 2017
- Institution_Rights and Responsibilities-A Student Code of Conduct 2017 (page number 65)

- Institution_Rights and Responsibilities-A Student Code of Conduct 2017 (page number 81)
- Institution_Rights and Responsibilities-A Student Code of Conduct 2017 (page number 91)
- Instruction_Online Assessment Rubric
- Instruction_Programs with Specialized Accreditation
- Instruction_Student Learning Outcomes
- Instruction_Summary of Results
- Instruction_Syllabi_ENG 101
- Policy 3110 Mission and Goals
- Policy 3361 Copyright Protection
- Policy 3365 Electronic Use
- Policy 5152 Patent Copyright Policy
- Policy 7170 Application For and Acceptance of Grants
- Policy 7172 OMB Budget Circulars
- Policy 7174 Institutional Review
- Policy 8313 Academic Honor Code
- Policy 8315 Student Disciplinary Action
- Website_Cooperative Work Study
- Website_Student Success Center
- Website_TRIO Student Support Services
- Website_Writing Center

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

The institution acts with integrity; its conduct is ethical and responsible.

John A. Logan College is fully committed to operating with integrity in all its operations. From the Board of Trustees, to the President of the College, administration, faculty, staff, and students, the institution has set forth policies to govern its participants in ethical and responsible behavior. Further, John A. Logan College makes every attempt to communicate these policies through various channels so that its consumers are informed about their rights, responsibilities, and expectations. The College believes that in establishing this kind environment, the mission of the College may be fulfilled.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

Related Strategic Plan Projects: #1-Student Success Initiative, #4-Assessment, #15-Career and Job Readiness

3.A.1.

Several processes, guided by policy, are in place to ensure that JALC courses and programs are current and require standards of student performance appropriate for the degree or certificate. The formation of advisory committees, composed of representatives of business, industry, and labor in occupational areas of the College community, is presented in the Advisory Committee Policy. Duties and responsibilities are defined in this policy and include the review and evaluation of programs and to recommend the development of new programs. Community involvement at this level brings input from regional employers to ensure that programs stay current to meet the needs of business and industry. Strategic Plan Project, Career and Job Readiness, calls for programs to develop skills needed to be competitive in current and future employment opportunities and to align these skills with job requirements to foster the advancement of our students.

The Curriculum Development Policy shows the approval process for the development of new, or revision of existing, curriculum and allows input by members of the community. The course development sequence, outlined in the Administrative Procedure for Curriculum Development, requires approval from ICCB prior to implementation. The program development sequence requires the approval of ICCB, IBHE, and HLC; thereby ensuring that each new curriculum meets rigorous standards. Additionally, transfer courses must meet the requirements of the Illinois Articulation Initiative (IAI) that ensure learning objectives are meeting state standards, and courses required for associate degrees transfer to other Illinois colleges and universities. Faculty and staff are also provided a Course & Curriculum Submission Handbook to guide them through the approval process.

Minimum student performance levels required for successful completion of each course leading to a

degree or certificate are indicated in course syllabi. Students entering Math or English courses leading to a degree or certificate must meet certain levels of performance on placement tests or prerequisite courses as listed in the College Catalog. This ensures each student has the skills and abilities to meet performance standards of core courses.

JALC adheres to the total program and general education requirements as outlined in the ICCB Administrative Rule 1503.302, Units of Instruction. The Associate in Arts, Associate in Science (37 credits of Gen Ed.) and Associate in General Studies (20 credits of Gen Ed.), are not less than 60 and no more than 64 credit hours with 37 credit hours of general education. The Associate of Fine Arts (25 credits of Gen. Ed.) and Associate of Engineering Science (19 credits of Gen Ed.) are not less than 60 and no more than 68. The Associate of Applied Science degree is not less than 60 and no more than 72 credit hours with 15 credits of general education.

Both external and internal assessment processes are in place that guarantee courses and programs are current, and students are held to a high level of performance. As required by ICCB, programs are reviewed on a five-year rotation. By participating in this process, the College demonstrates its accountability in maintaining high-quality programs and instructional programming. Additionally, Strategic Plan Project 4, Assessment, provides an outline, timeline, and resource line for assessment that will ensure the College's five Student Learning Outcomes are met. This, in turn, ensures a high level of performance by students that is commensurate with the degree or certificate being awarded.

3.A.2.

John A. Logan College articulates and differentiates its learning goals by listing specific courses and total credits required on program guides for each Associate in Arts (AA), Associate in Science (AS), Associate in General Studies (AGS), Associate in Fine Arts (AFA), Associate in Engineering Science (AES), Associate of Applied Sciences (AAS), and certificate offered. The AA, AS, AFA and AES degrees are designed to provide a seamless transfer for those students planning to attend a four-year university upon graduation. The program guides include the complete or partial IAI GECC package. The IAI GECC package completed will satisfy the lower division general education requirement required by the IAI Participating Senior Institution as a general graduation requirement. Those transferring with partial completion of the IAI GECC package have the opportunity to fulfill remaining GECC requirements at the senior institution. The AGS degree represents a prescribed curriculum that has been individually designed by the agreement between the student and his/her academic advisor to meet the student's educational needs and interests. The AGS is neither designed as a transfer-oriented curriculum nor is it intended to provide career preparation similar to an AAS degree. The AGS must include a 21-semester credit General Education component.AAS degrees require 15 credits of specific general education courses per ICCB mandates along with the completion of related career and technical courses. AAS degrees prepare students for direct entry into the workforce, and many provide entry into capstone programs at area universities.

John A. Logan College is committed to providing opportunities for students to develop competence in five Student Learning Outcomes. Each curriculum has a minimum of one course that incorporates each of the five outcomes. These learning outcomes are attached to curriculum mapping which was completed for both transfer and career programs in 2014. Additionally, objectives specific to each course are shown on the course syllabus along with the individual course requirements. These show the skills to be developed within each course and relate to the student learning outcomes.

The advisement system provides for the different educational goals of the students. The system provides support for students pursuing transfer degrees by having advisors attend articulation meetings with universities, especially Southern Illinois University Carbondale, and by hosting campus

visits with various universities so students can obtain information about their programs. For students pursuing a career and technical degree or certificate, specific program advisors are available to plan class schedules and intern experiences based on the students' field of study. These advisors can also provide guidance with employment options and opportunities. All advisors, including faculty advisors and those at extension centers, regularly attend advisement meetings, so services and information are uniformly provided to all students based on the specific degree or certificate program they are pursuing.

3.A.3

John A. Logan College offers classes on the main Carterville campus as well as at two extension centers, Alongi Du Quoin Extension Center and West Frankfort. Students participating in programs through the Southern Illinois Collegiate Common Market (SICCM) Consortium attend classes at the Herrin facility. In addition to traditional classroom face-to-face instruction, John A. Logan College offers a number of non-traditional scheduling options such as evening classes, block schedule, on-line virtual and hybrid classes. Dual credit classes are offered at 10 of the 11 district high schools. All 11 high schools participate in Dual Enrollment, and six private or alternative schools participate in both. Program quality and learning goals across all these modes of delivery and at all locations are consistent and are designed to meet the same Student Learning Outcomes.

All syllabi must follow a common structure and format to ensure the necessary information regarding each course is communicated to students in a consistent manner. The College provides a template in the syllabi portal along with rules that all instructors must follow. This is required for all classes regardless of method of delivery or location. The main syllabus for each course is developed under the supervision of the lead instructor for that course which creates consistency of course content and course objectives between all sections, regardless of location or modes of delivery. Dual credit instruction taking place in area high schools is not exempt from this requirement. High school instructors work closely with a dual credit liaison from the College who provides the course syllabus to the high school instructor including the required information of the College syllabus.

Dual credit students are held to the same standards of achievement as those expected of all JALC students. Not only are course requirements the same as shown on the syllabi, but the methods of evaluation and grading standards must be the same as other common course offerings at the College. The College provides professional development opportunities for dual credit instructors with an agenda of workshops to ensure that courses meet the same quality standards.

In the same manner, the dual credit liaison works to provide consistency of instruction and learning outcomes for dual credit courses, the term faculty mentoring program fosters consistency of instruction across all other locations and delivery methods. In addition to the information contained in the Faculty/Staff Handbook, the orientation for new faculty held at the beginning of fall and spring semesters provides more information and emphasizes quality and consistency of instruction, providing a framework for new faculty to use.

The College continues to expand its offerings of online courses. As stated in the College Catalog under non-traditional scheduling options, online classes are as rigorous and challenging as any other format of classes and are not independent study courses. Online classes are highly structured and include frequent interaction with the instructor and other students.

Sources

- Admin. Proced. 302 Procedure for Curriculum Development
- Institution_College Catalog
- Institution_College Catalog (page number 77)
- Institution_Course & Curriculum Submission Handbook 2017
- Institution_Placement Guide
- Instruction_Dual Credit Workshop Agendas
- Instruction_Online and Hybrid Courses
- Instruction_Syllabi_ENG 102
- Instruction_Syllabi_ENG 102 (page number 2)
- Instruction_Syllabi_MAT 120
- Instruction_Syllabi_Template
- Instruction_Term-Faculty_Mentoring Program
- Policy 3210 Curriculum Development
- Policy 3220 Advisory Committees
- Website_JALC Extension Centers
- Website_Southern Illinois Collegiate Commom Market
- Website_Southern Illinois Collegiate Commom Market (page number 2)

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

Related Strategic Plan Projects: #4-Assessment, #11-Diversity

3.B.1.

John A. Logan College's Mission Statement emphasizes high-quality, accessible educational programs, which are demonstrated in its general education program, as well as the vast number of degree programs it offers. The College offers Associate in Science, Associate in Arts, Associate in Fine Arts, Associate in Engineering Science, Associate in General Studies and Associate in Applied Science degrees that require a minimum of 60 credit hours to complete. Instructional areas in these degrees include communications, humanities and fine arts, mathematics, social and behavioral science, and physical/life science to promote life-long learning and enhance opportunities for achieving career and personal goals in a changing society. The specific requirements and program guides for each degree are available when seeking advisement, in the College Catalog, and on the College website.

The College is a participant in the Illinois Articulation Initiative (IAI), allowing students to transfer general education credits within Illinois public colleges and universities.

3.B.2.

John A. Logan's Philosophy demonstrates its framework and commitment to each student's education and shows that it is dedicated to student improvement and growth. The College's Core Values are central to its mission.

As stated in the College Catalog under Student Learning Outcomes (SLOs), the College is committed to providing opportunities for students to develop learning abilities that will last a lifetime. Graduates

will be prepared to succeed in their personal and professional lives because of achieved competence in the five Student Learning Outcomes. The SLOs were developed by the Assessment Advisory Committee, which consisted of representatives from academic programs and divisions of the College, and were approved by the College Council and the Board of Trustees in 2014.

The College's Assessment Handbook describes the process for conducting and implementing a comprehensive process to assess student academic achievement and improve institutional effectiveness. The current Five-Year Strategic Plan articulates the purpose, content, and intended learning outcomes of its undergraduate general education requirements.

3.B.3.

John A. Logan College participates in the statewide Illinois Articulation Initiative (IAI) which ensures that all pre-baccalaureate transfer programs include IAI general education courses that prepare students with the knowledge and skills necessary to transfer successfully to four-year institutions. All programs and courses at JALC are also designed to impart the five SLOs that engage students in collecting, analyzing, and communicating information. The course mapping document indicates which SLOs are addressed in each course. Academic departments at JALC include:

- Allied Health and Public Service Department: programs provide students with the knowledge and skills to function as a safe and effective member of the health department and public service fields to meet the varied health care and public service education needs of the College district. Allied Health programs offered include Dental Assisting, Emergency Medical Services, Diagnostic Cardiac Sonography, Medical Assistant, and Health Information Technology. Public service programs include Cosmetology, Criminal Justice, Early Childhood Education, Interpreter Preparation, and Massage Therapy.
- Applied Technology Department: includes courses that provide students with skills in critical thinking, problem-solving, personnel management, leadership, and oral and written communication. Students receive knowledge and understanding of workplace skills necessary to work effectively as part of a team.
- Communications, Humanities, and Social Science Department: includes English, speech, humanities, fine arts, and social science classes. English classes prepare students to participate effectively in the entire communication process (reading, writing, speaking, and listening) and think clearly and critically so they can make informed decisions in their private and professional lives. Humanities classes expand students' awareness of, and sensitivity to, the human condition by examining human needs, values, and achievements through the study of art, communications, languages, music, theater, and philosophy. Social science classes prepare students to understand the relationships between the individual and society, the process of human social evolution, and the institutions of complex societies. Students develop a critical analysis of the strengths and weaknesses of social science and an appreciation and understanding of human social and cultural diversity.
- Life and Physical Science Department: advances scientific literacy for general and continuing students, prepares students for upper-level health, science, and engineering courses at transfer institutions, and supports other departments at the College. Students have the opportunity to develop skills and knowledge in biology, chemistry, health education, integrated science, physical education, and physical science.
- Business, Computer Science, and Mathematics Department: includes accounting, business, computer information systems, computer science, economics, financial entrepreneurship, management, marketing, and mathematics classes. Math classes prepare students with the mathematical reasoning skills necessary to function in the technologically oriented society and workplace. Students become quantitatively literate and capable of applying quantitative

methods to real-life situations.

The College's Library, located on the main campus, provides students access to a collection of books, e-books, periodicals, pamphlets, maps, government documents, newspapers, online databases, and the Internet. Library personnel provide reference services and library instruction. Computers are available for students to search the online catalog, online databases, and the Internet as well as for word processing use. The Library is a member of the ILDS and OCLC library network, the Federal Depository Library Program, NILRC, and the Illinois Heartland Library System's automated catalog.

The Student Multimedia Lab houses a state-of-the-art computer laboratory, which features both Windows and Macintosh computers with a selection of multimedia production programs. This lab provides open hours for students to work on course assignments that require multimedia production.

Expressions is a magazine published annually by the College that is made up of original poetry, fiction, drama, song lyrics, photography, drawings, and paintings produced and submitted by students and faculty members. A faculty member works with students on the selection, layout, and cover design of the magazine. A campus-wide event is held each spring where students read aloud and discuss their works. This publication shows faculty's support and encouragement of students' creative work and self-expression.

The College participates, along with Southern Illinois University and Shawnee Community College, in the Southern Illinois Bridges to the Baccalaureate Program (SI Bridges), which is funded by the National Institutes of Health (NIH) and provides paid opportunities for students to learn how to do biomedical and behavioral science research and engage in professional development.

3.B.4.

John A. Logan College's Mission Statement and Goals articulates its commitment to diversity, global citizenship, and the dignity of individuals. One of the College's stated goals is to "*foster an environment where diverse individuals, groups, and views are valued."*

The College's Diversity Statement asserts that the College is committed to diversity:

- *recognizes that an ethnically, racially, and culturally diverse composition of students and faculty enhances the education of all students and we, as educators, have a responsibility to provide a variety of learning opportunities which* will *prepare our students for success in a global environment.*

The College's SLO, Cultural and Global Awareness, exemplifies the College's effort to educate students to be aware of and appreciate cultural differences in the world.

The Office of Student Activities and Cultural Events enriches life in the College's district by providing accessible, diverse, and engaged learning experiences through co-curricular and cultural programs. These activities help broaden students' social, political, and cultural understanding while allowing them to serve the campus and community.

The College's international education coordinator arranges a wide variety of international education opportunities for students, faculty, staff, and community members each semester, including lectures, exhibits, performances, and round-table discussions on topics of international interest. There are also study abroad opportunities and a student exchange program that provide students with opportunities to study in another country and experience different cultures.

The College's Disability Support Services (DSS) office adheres to the Equal Opportunity Statement for Students and Employees Policy and Disabled Students Administrative Procedure to meet the needs of students with disabilities. It provides reasonable accommodations to students with documented disabilities taking classes at the main campus and extension centers.

The College's Diversity and Inclusion Office sponsors cultural awareness and heritage programs, social justice and advocacy programs, minority, and international student groups, identity-based organizations, student leadership programs, collaboration with secondary schools and community organizations and other diversity initiatives. Events each semester are designed to enhance the diversity experience, and knowledge of faculty, staff, and students and a Diversity Spotlight booklet showcases the programs offered throughout the year.

The College's Diversity Advisory Committee provides leadership and expertise on diversity and inclusion, serves in an advisory capacity to the College president to meet the diversity goals of the College's Strategic Plan, and collaborates and supports campus-wide diversity and inclusion efforts. The College has identified 36 courses including content that promotes human and/or cultural diversity in their curriculum.

3.B.5.

The College offers a number of courses in art, music, and theater that are dedicated to the production of creative work. Classes that teach drawing, painting, ceramics, photography, two-dimensional design, three-dimensional design, graphic design, and more foster and inspire creativity in students. The College's Art Department hosts an art exhibit and contest each year to display the students' work. Music classes include Choral Ensemble, Chamber Ensemble, and Symphonic Band where students perform in groups at various events each semester. Courses in piano, aural skills, band, and orchestra are offered as well as applied music classes where students are given private lessons to learn a variety of musical instruments. Theater classes teach a basic approach to the fine art of acting and allow students to develop their technique through active participation.

As described in 3.B.3, Expressions is a magazine published annually by the College that showcases the creative works of faculty and students in the areas of, original poetry, fiction, drama, song lyrics, photography, drawings, and paintings.

The College participates in Model Illinois Government (MIG), a statewide, student-run organization that plans and manages an annual governmental simulation in Springfield, Illinois. This credit-bearing course provides a learning opportunity for students outside the classroom where they learn to write and debate legislation, meet new people, and expand their debate, public speaking, and leadership skills.

Several faculty and staff have made presentations and had original works published, demonstrating their commitment to scholarship, creative work, and the discovery of knowledge.

Many courses at the College incorporate service-learning projects into their curriculum. These projects allow students to learn new skills, apply acquired knowledge, and share their talents and creativity while serving others.

Student clubs and organizations such as Phi Theta Kappa (PTK), Student Senate, Political Science Club, and YODA provide opportunities outside the classroom for students to contribute to scholarship, creative work, and the discovery of knowledge in ways that support the College's mission and goals. Each fall the Student Senate sponsors a Thanksgiving Food Drive with the

donated food going to help student's in need and Angel Tree Gift Drive that helps support two local charitable organizations to provide gifts to over 300 children in the area. PTK works on two annual projects, one that addresses a need of the College as identified by the administration, and a second Honors in Action project in which members conduct scholarly research that leads to action. In 2015, the College project won a regional award, and in 2014, the Honors in Action Project won two international awards.

Sources

- Admin. Proced. 807 Disabled Students
- Diversity_Courses Containing Multicultural/Diversity Topics
- Diversity_Events Schedule 2016-2017
- Diversity_Spotlight Booklet
- Institution_Assessment Handbook
- Institution_College Catalog
- Institution_College Catalog (page number 77)
- Institution_Expressions Magazine
- Institution_Faculty and Staff Publications
- Institution_Library Holdings
- Institution_Service Learning Projects
- Instruction_Course Mapping
- Instruction_SI Bridges Brochure
- Instruction_Student Learning Outcomes
- Policy 3111 Statement of Philosophy
- Policy 3112 Statement of Core Values
- Policy 3360 Student Clubs, Organizations, & Extracurricular Activites
- Policy 3512 Discrimination Equal Opportunity Grievance Policy for JALC Students
- Website_Allied Health and Public Service
- Website_Applied Technologies
- Website_Business, Computer Science and Mathematics
- Website_Communications, Humanities and Social Science
- Website_Life and Physical Science
- Website_Student Multimedia Lab

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

Related Strategic Plan Projects: #1 - Student Success Initiative

3.C.1

John A. Logan College faculty are sufficient in number and continuity to carry out non-classroom roles in addition to their instructional roles. In Fall 2016, the instructional staff was comprised of 61 full-time faculty and 166 term faculty. The College's student-faculty ratio, as of Fall 2016, was 17:1, which allows for smaller class sizes and more opportunities for individualized learning experiences. The Full-Time Faculty Seniority Report shows that over 50% of the full-time faculty have been employed at the College ten or more years. This demonstrates that Logan has the continuity of faculty members needed to support non-classroom roles such as oversight of curriculum and expectations for student performance, establishing academic credentials for instructional staff, and involvement in assessment of student learning.

Instructional staff in both baccalaureate and career programs are involved in establishing academic credentials beginning with the hiring process. The Faculty/Staff Handbook indicates that the appropriate dean consults with the department chair and faculty to determine position descriptions, interview questions, and screening and rating documents to be used in the hiring process. This faculty involvement is supported in [Procedures to be Used in Implementing Policy on Hiring Full-Time Faculty](). Faculty credentials are verified as part of the hiring process.

The level of student performance that leads to the successful completion of a class is indicated in each course syllabus accessible through the College's syllabi portal. Syllabi are written collaboratively by faculty within departments. Skills developed in each course relate to the Student Learning Outcomes which were identified by the Academic Assessment Team and approved by the College Council in 2014. Also in 2014, JALC was accepted into the Assessment Academy as their Quality Initiative for

the Open Pathways process. The Assessment Academy Team, comprised of seven members including five full-time faculty, developed a ten-year assessment cycle and are directly involved in the process of collecting and analyzing data relating to each of the Student Learning Outcomes. This relates directly to Strategic Project 4- Assessment, which speaks to the faculty-driven effort to implement the assessment of student learning. These undertakings are examples of how the College's faculty work to evaluate and improve curriculum, student performance, and assessment of student learning.

3.C.2

Both full-time and term faculty possess the appropriate credentials across all locations and modalities of instruction. Qualified faculty members are identified primarily by credentials, but other factors, including but not limited to equivalent experience, may be considered by the institution in determining whether a faculty member is qualified.

Internal audits are completed using the Baccalaureate Instructor Review of Credentials Form and the 2000 Hours Work Experience Verification Form. The internal audit is conducted by the department chair, dean for academic affairs, and vice-president for instruction to ensure that each faculty member meets the minimum education requirements as outlined by the Higher Learning Commission, Illinois State Board of Education and Illinois Community College Board. Competent to render language is provided in the Tenure Definitions Policy and Appendix G of the full-time faculty collective bargaining agreement and will be reviewed and updated during collective bargaining in April 2017.

Dual credit instructors are also held to the same standards as full-time and term faculty at the College. Dual credit faculty credentials are verified by official transcripts and completion of the appropriate verification form as determined by the program they are teaching. Appropriate credentials are outlined in the College's Dual Credit Faculty Handbook which was created during the process of working toward dual credit accreditation through The National Alliance of Concurrent Enrollment Partnerships (NACEP), as referenced in 4.A.3.

Additionally, it can be demonstrated that instructional staff teaching within the SICCM programs are appropriately qualified since instructor standards are set by each program's accreditation board, and each program is accredited.

3.C.3.

Faculty at JALC are evaluated regularly in accordance with the Performance Evaluations Administrative Procedure and Appendix E of the full-time faculty collective bargaining agreement. The full-time faculty evaluation schedule is maintained by the dean for academic affairs and indicates faculty tenure status, a timeline for faculty evaluations, and the person responsible for completing the evaluation. This list is regularly updated to maintain a proper rotation of evaluations as indicated in faculty contracts. Non-tenured faculty shall be evaluated a minimum of two times each fall semester including one announced and one unannounced evaluation. If deficiencies in instruction are noted, an evaluation will also take place during spring semester. Tenured faculty are evaluated once every three years during scheduled visits in a class of the faculty's choice.

Faculty are asked to provide a completed Faculty Self-Assessment Form along with a course syllabus and examples of exams, instructional materials or other evaluation methods for the class in which the instructor will be evaluated. These are to be submitted before the evaluation for announced visits and are completed as a follow-up activity to unannounced classroom visits. The statements on the Faculty Self-Assessment Form are the same statements used on the Faculty Evaluation of Instruction Form

which is completed by the evaluator. Tenured faculty are evaluated by their immediate supervisor, and non-tenured faculty are evaluated by the appropriate department chair, director of nursing, or dean during the announced visit. The dean for academic affairs conducts the unannounced evaluation. Upon completion of each faculty observation, the evaluator will schedule a conference with the instructor to discuss both forms. Signed copies are filed with the dean for academic affairs and the Office of Human Resources.

All new term faculty are evaluated during their first semester of teaching at JALC. Term faculty with fewer than 30 semester hours of teaching experience are evaluated once a year, those with more than 30 semester hours of experience are evaluated once every two years or more if deemed necessary. Term faculty may be evaluated at any time without notice. The process for evaluating term faculty is discussed in Appendix B of the term faculty collective bargaining agreement.

The process begins with an observation of a minimum of one full class session by the instructor's administrator supervisor and their completion of the Administrative Evaluation for Term Instructors. The Term Instructor Self-Assessment form is completed by the faculty member before the summary assessment conference with their supervisory administrator which concludes the evaluation process. If any corrective action or need for improvement is indicated, it will be put in writing, and a plan for remedy will be determined. As with full-time faculty, copies of the signed evaluation forms are filed with the term faculty administrator and the Office of Human Resources.

Dual Credit instructors are evaluated on-site by the faculty liaison every three years, based on the program rotation or when substantive course changes occur.

Student evaluation of instruction is a part of the evaluation process for both term and full-time faculty. A Student Opinion of Instruction Form is completed by each student in every class taught by term faculty. All non-tenured instructors must distribute this form to students in one class of their choosing each semester. Tenured faculty must distribute the form to students in one class of their choosing each year. Student evaluations are summarized and reviewed by administrative supervisors and may be discussed during an evaluation conference. Copies are provided for the faculty member and placed in faculty personnel files.

3.C.4.

The College supports professional development for instructors and devotes resources toward assuring that instructors are current in their disciplines and adept in their teaching roles. Section 4.11 of the full-time faculty collective bargaining agreement shows the College is required to make available funds for faculty professional development. Section 4.8 allows for a sabbatical leave for planned study and research, faculty exchange leaves, or other approved purposes for faculty members with at least seven years of full-time continuous service. The specific requirements and guidelines for sabbatical leave are delineated in the Sabbatical Leave Policy and demonstrate the College's support of professional development. Funds available for use by the College from federal Perkins grants and the Program Improvement Grant support professional development specifically for faculty within career programs.

The College's Learning Resources Center (LRC) provides professional development training for instructors to ensure they stay current with available technology and are aware of resources available to assist them with developing their courses and presenting lectures. Training schedules are posted on the Teaching and Learning Center calendar and also sent to the College faculty and staff through e-mail. The associate dean of education technology is available in the LRC to assist faculty with the development of online courses or other instructional needs related to this area.

3.C.5.

Section 3.17.1 of the full-time faculty collective bargaining agreement requires faculty to be accessible to students. The contract stipulates that office hours must be posted and made publicly available to every student in the faculty members' classes. Each instructor must post and maintain eight office hours per week. A maximum of one of those hours can be conducted online at specific scheduled times. Reductions in office hours may be allowed for faculty teaching two or more classes with lab components. All office hours must be indicated on the Faculty Teaching and Office Schedule and approved by the department chair, dean for academic affairs, and the vice-president for instructional services.

As of FY17, the current term faculty collective bargaining agreement does not require term faculty to maintain office hours; however, many term faculty do hold scheduled office hours or make individual appointments, so they are accessible to students. They communicate their availability to all students in their classes on the course syllabus.

All course syllabi are posted on the syllabi portal and list the faculty members' office hours, office location, telephone extension, and email address for the convenience of students. Faculty contact information is also available on the College website and College Catalog. Some instructors provide personal contact information, such as cell phone numbers, for student use related to coursework. It should be noted that, in addition to required office hours and individual appointments, most faculty are available for students beyond the designated hours and are involved with tutoring, advising, mentoring, and assisting students with labs or research.

3.C.6.

John A. Logan College is committed to assisting students to attain their educational goals and recognizes the need for highly qualified personnel to be hired in supportive positions. Student support services provided at JALC include academic advisement, veterans' services, testing services, financial aid counseling, career services, disability support services, academic tutoring, crisis counseling, and the TRIO Student Support Services program among other supports provided throughout campus. All staff members providing student support services are required to possess degrees, certifications, and experience relevant to their positions. The College expects all candidates hired for professional positions to have at least a bachelor's degree and some experience in the area of work. The policy lists the Minimum Requirements for Non-Teaching Professional (NTP) Staff Positions and allows for additional requirements to be requested for certain positions. The faculty and professional staff listing in the College Catalog lists the degree(s) attained for all faculty and NTP staff.

Once employed, non-teaching professional staff receive on-going training within their department relative to their position. Additionally, JALC supports all staff in their professional development by providing training programs presented by Information Technology Department, the Learning Resources Center, administrative staff, and other College staff that include updates regarding advisement and transfer services, information relating to support for students with disabilities, new financial aid information, information on the College's early alert system, and others. Professional staff within Student Services also participate in state, regional, and national conferences including: TRIO program conferences at the regional, state, and national levels, Association for Higher Education and Disabilities (AHEAD) national conference, the Illinois Academic Advising Association (ILACADA0) state conference, the National Association for Student Financial Aid (NASFA) conference, regional trainings presented by the Illinois Student Assistance Commission (ISAC), and programs discussing veterans' benefits, as well as regional and local programs designed

to support credentials held by student services professional staff such as counselor certification.

Sources

- Admin. Proced. 502A Procedures to be Used in Implementing Policy on Hiring Full-Time Faculty
- Admin. Proced. 507 Performance Evaluations
- Institution_College Catalog
- Institution_College Catalog (page number 421)
- Institution_LRC Calendar
- Institution_LRC Trainings
- Instruction_2000 Hours Work Experience
- Instruction_Dual Credit Faculty Handbook 2016-2017
- Instruction_Dual Credit_Faculty List FY17
- Instruction_Faculty Credentials Form
- Instruction_Faculty Evaluation of Instruction Form
- Instruction_Faculty Self-Assessment Form
- Instruction_Full-Time Faculty Agreement 2016-2017
- Instruction_Full-Time Faculty Agreement 2016-2017 (page number 25)
- Instruction_Full-Time Faculty Agreement 2016-2017 (page number 33)
- Instruction_Full-Time Faculty Agreement 2016-2017 (page number 36)
- Instruction_Full-Time Faculty Agreement 2016-2017 (page number 64)
- Instruction_Full-Time Faculty Agreement 2016-2017 (page number 68)
- Instruction_Full-Time Faculty Evaluation Schedule
- Instruction_SICCM Faculty Credentials
- Instruction_Student Opinion of Instruction Form
- Instruction_Term-Faculty Agreement 2014-2018
- Instruction_Term-Faculty Agreement 2014-2018 (page number 31)
- Policy 5112 Tenure Definitions
- Policy 5220B Minimum Requirements Non-Teaching Professional
- Policy 5274 Sabbatical Leave

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

Related Strategic Plan Projects: #2-ERP System, #3-IT Staffing

3.D.1.

The College provides a number of student support services designed to meet the diverse needs of its students. These support services include:

- Campus Tutoring Program: provides professional and peer tutors to help students learn and develop academic skills. Free tutoring is offered to all students on a walk-in basis in the Math Help Room and Biology Help Room and one-on-one by appointment for both transfer and career classes. The tutoring program is certified Level 2 through the College Reading and Learning Association. All tutors are required to complete Level 1 and Level 2 training.
- Career Development and Planning: utilizes computer-based programs to assist students with career planning including Kuder-Internet-Based Assisted Career Guidance, Illinois Career Information Systems, and O*NET. The counselors work with students on a variety of pre-employment skills and assist them with finding both on-campus and off-campus jobs.
- Career Services Center: uses a career development program utilizing computerized testing and personal interviews to assist students, graduates, and alumni in effectively realizing their career plans. Students receive help in clarifying goals and objectives that are related to their life and work values, abilities, needs, and interests. The center recognizes that making realistic career choices and adaptations to job market demands and/or changing lifestyles are important to successful career development. A job fair is hosted each year attracting numerous employers from throughout the region. The primary objective of this event is to assist John A. Logan graduates in their quest for permanent employment and exemplifies the College's commitment to support students' needs to connect with potential employers and secure employment. In addition to assisting students in locating off-campus employment, Career Services coordinates the student work program which is designed to provide part-time employment on campus for students.

- Disability Support Services (DSS): provides reasonable accommodations to students with documented disabilities. Accommodations may include but are not limited to, note taking, sign language interpreters, extended time for exams, alternative book formats, accessible seating, and disabled parking permits.
- Diversity and Inclusion Office: enhances the education of all students and provides a variety of learning opportunities to prepare students for success in a global environment. A faculty and staff/student mentoring program ADVANCE! is provided through this office to help students address and manage challenges, overcome obstacles and adapt to new environments.
- Information Technology (IT) Student Resources: supports students in a variety of ways by providing access to open computer labs, a student help desk and phone support, free email accounts, use of a high-speed, high-security wireless Internet connection, and free Microsoft Office software.
- Student Activities and Cultural Events: provides accessible, diverse, and engaged learning experiences through co-curricular and cultural programs. Clubs and organizations are available and provide students with opportunities for leadership development, services to the College and surrounding community, and socialization with peers.
- Student Success Center (SSC): coordinates several programs that serve the students' needs and hosts an open house each semester to promote programs and services. The SSC presents a variety of educational workshops each semester designed to enhance students' academic skills and improve student success, including study skills, learning styles, test-taking techniques, and more. High school guidance counselors and high school students are informed of the services through academic advisement. The staff of the SSC also provide professional/personal counseling for students by networking with community agencies providing needed additional support.
- TRIO Student Support Services Grant: provides support to 200 students annually who are either first-generation college students, low-income, or have a disability (funded by the U. S. Department of Education). Services are provided to eligible students free of charge and include in-person and online tutoring, mentoring, cultural enrichment activities, preferential academic advisement appointments, scholarships, leadership and development training, transfer and financial aid assistance, and more.
- Veterans Resources: serves the needs of veteran students and is staffed by a veterans affairs specialist who is a veteran of the U.S. military. The staff assists veterans with applying for their military education benefits and is committed to making the veterans' transition from the military to the College an easy process.
- Writing Center: provides free tutoring assistance to students for English and written assignments and helps students improve their writing skills. It is staffed by full-time and term English faculty.

3.D.2.

John A. Logan College has an open-door admission policy and has a wide range of programs, courses, and services for students along the academic continuum.

The Adult Basic Education (ABE) program assists students who want to complete their secondary education. The College also offers the Adult Secondary Education Program (ASE), in partnership with local high schools, to assist at-risk students aged 16-21 in attaining a high school diploma. Instruction is offered in these programs to help students improve their academic skills, earn a high school credential, and transition into postsecondary education and/or employment.

The College assesses students as part of the admissions process in order to direct students to courses and programs for which they are prepared. Once students have been accepted, they must take

placement tests in math and English. The placement tests are coordinated through the Testing Services Office and are available at the main campus and the extension centers. The College currently uses the Accuplacer assessment tool to determine the students' math and English competency levels. It will also accept and use ASSET and/or COMPASS test scores that are not over three years old. In addition to the placement tests, ACT and SAT (cut scores will be available in Spring 2017) scores may be used for placement in math and English.

Many courses require specific math and/or English prerequisites to enroll. If students don't meet the reading, writing, and/or math competencies needed for college-level work, as determined by their placement scores, the College offers developmental courses that will prepare students to perform at the necessary level and demonstrate the College's commitment to maintaining preparatory instruction to support student success.

For students who lack good academic skills, the College offers a three-credit hour course, College Success and Career Planning (PSY 110), to provide the support necessary to achieve success in college. The course teaches goal setting, study skills, time management, and much more. College 101 (ORI 101) is a one-credit hour course designed to help freshman students transition to college, by focusing on resources and services available to students. This course is currently required for the dual credit cohorts at the high schools.

The College recently implemented an Early Alert System in Fall 2016 that serves as a vital part of JALC's commitment to the success of our students. The system allows faculty to identify students throughout the semester who need assistance because of poor academic performance, class participation, attendance, and/or behavior issues. Faculty submit the alerts that generate assistance to the students by their primary academic advisors. Referrals can also be made to appropriate College student services offices. This allows faculty to be proactive, supportive and involved in facilitating the academic components of student retention through early detection and intervention. This system has opened a new communication channel among faculty, staff, and students, providing students with direct feedback from both faculty and advisement. The advisor follow-up process allows advisors to go beyond traditional advising responsibilities to build a solid support structure for our students.

The College provides learning support for students' academic needs outside the classroom as well. The Student Success Center's (SSC) tutoring program has professional and peer tutors to assist students in a variety of classes and help them enhance their academic skills. The SSC's workshops help students improve their academic skills in a variety of areas. The Writing Center provides free tutoring assistance to students for written assignments and helps the student improve their writing skills. The center has a referral process to help instructors direct students to its services and maintains a tutorial web page with useful information about writing assignments and proper grammar.

3.D.3.

John A. Logan College has academic advisors at its main campus in Carterville and also at the extension centers in Du Quoin and West Frankfort. The names and contact information of all academic advisors are listed on the Academic Advisor Directory on the College's website.

All academic advisors utilize the advisement website that provides them with the information they need to serve the students' advisement needs. The website is updated each semester as needed when changes are made to programs and requirements. The majority of advisors are trained to advise all programs of study, except for the restricted-entry allied health programs. Advisors in the Testing Services Office are trained to provide advisement for students in allied health programs as well as students taking general education courses prior to admission into the Southern Illinois Collegiate

Common Market (SICCM) programs.

Academic advisors attend the community college annual conference at Southern Illinois University in Carbondale. The advisors are updated on transfer procedures and changes made in programs so they can better assist the transfer student.

The College also hosts the State Universities Transfer Days Summer Tour where representatives from all four-year public universities meet with academic advisors to inform them of changes in transfer procedures and program requirements as well as transfer application deadlines.

The College's academic advisors meet on campus throughout the year to stay current on policies and program requirements. Department chairs also meet with the advisors to discuss their programs and share updates in requirements and/or changes in program guides.

The College recently began using a degree audit that can be accessed on the MyJALC portal and used by both academic advisors and students. The advisor and student can assess the student's progress toward completion of a degree and research options on which courses are needed to fulfill the remaining requirements. The audit is only available to students who enrolled for Fall 2015 and after.

The College has entered into articulation agreements with four-year universities to increase students' access to higher educational opportunities.

3.D.4.

John A. Logan College's facilities are contemporary and well-maintained, promoting a constructive learning environment including:

- Applied Technologies Program Labs: provides multiple labs on the main campus for applied technology programs including Automotive, Auto Body, Construction Management, Drafting and Graphic Design, Electronics, Heating and Air Conditioning, and Manufacturing.
- Art Labs: include a three-dimensional design lab and a drawing room for art classes.
- Distance Learning: includes online courses both virtual and hybrid and provides students an opportunity to study on a more flexible schedule while extending accessibility to students who might not otherwise be able to pursue higher education. Online courses enable students to customize learning to individual time and place needs since the courses are taught primarily via the Internet rather than in the classroom.
- Learning Lab: provides materials and equipment required to proctor student exams.
- Learning Resources Center (LRC): administers the College's Distance Learning Program and consists of the Library, Teaching and Learning Center, Learning Laboratory for proctored testing and online class support services, and Student Multimedia Lab.
- Library: provides access to a collection of books, e-books, periodicals, pamphlets, maps, government documents, newspapers, online databases, and the Internet on the College's main campus to serve students and residents of the College community. The Library is a member of the ILDS and OCLC library network, the Federal Depository Library Program, NILRC, and the Illinois Heartland Library System's automated catalog. It also provides computers and a copy machine for student use, in addition to study carrels for individualized study.
- Museum Collections: promotes understanding and appreciation of southern Illinois' visual arts, cultural heritage, and natural history and examines the region's relationship with contemporary issues and the world community. Exhibits are displayed in the museum galleries on the main campus.
- Performance Spaces: features College-produced music and theater productions. Tickets for

evening performances are reasonably priced for all audiences, and students receive further discounts. Daytime matinees are also offered at reduced prices. Most productions take place in O'Neil Auditorium, which is located on the main campus. It has a seating capacity of 316 and is equipped with lighting and sound systems, a movie screen and projector, and a theatrical stage. The College also has a secondary auditorium, practice rooms for music, band/choir room, piano lab, and a piano studio.

- Scientific Laboratories: provides laboratories on the main campus including four laboratories for biology, microbiology and anatomy and physiology, two chemistry labs, two physics labs, and a geology lab. The extension center in Du Quoin has a computer lab and a nursing lab and the West Frankfort extension center has a computer lab and a nursing lab.
- Student Multimedia Lab: houses a state-of-the-art computer laboratory, which features both Windows and Macintosh computers with a selection of multimedia production programs. This lab provides open hours for students to work on course assignments that require multimedia production.
- Teaching Learning Center (TLC): supports faculty and staff by providing training and professional development support in instructional design, pedagogy, multimedia authoring, and implementing instructional technology in the classroom and online. The TLC maintains a multimedia/computer classroom and video recording studio.
- Technological Infrastructure: supports the College instructional and administrative use of technology. It provides infrastructure and human resources necessary to allow instructional programs to effectively utilize current technology in curricula and supports administrative departments seeking to provide needed services to all areas of the College. IT supports 53 computer labs, over 1,500 computers, approximately 100 network servers, all campus printers, networked copiers, wireless access points, phones, network switches, fiber connections, and all associated hardware and software solutions.

Students in the Construction Management and Heating and Air Conditioning programs also work off campus with the Williamson County and Jackson/Union County's Habitat for Humanity programs.

- Allied Health Programs: provide clinical sites at regional hospitals, nursing homes, schools, dental offices, and health services for students enrolled in the Associate Degree Nursing, Dental Assisting, Dental Hygiene, Diagnostic Medical Sonography (DMS), Health Information Technology and Practical Nursing. The College also maintains a lab on the main campus for the Dental Program.
- Career Education: provides labs on its main campus for Cosmetology, Early Childhood Education, EMS/EMT, and Massage Therapy programs. Students in the Cosmetology Program also work off campus in local salons in southern Illinois. Students in the EMS/EMT Program have off-campus labs and clinic at area hospitals and ambulance services. Students in Massage Therapy have off-campus learning experiences at various events and also work in local athletic departments, hospitals, and chiropractic physician offices.
- Community Health Education Complex (CHEC): provides a fitness facility including an Aerobic & Weight Training Center and an Aquatic Center. The CHEC also has instructor-led classes, classrooms, a smart classroom, fitness rooms, a Massage Therapy Center, spinning room, men's and women's locker rooms including a sauna and showers.
- MyJALC Portal: provides information to students on resources available to them, including Library links and the Desire2Learn learning management system. The portal is located on the College's website and gives students an online presence where they can easily access many educational resources.
- Southern Illinois Collegiate Common Market (SICCM): currently offers enrollment with four other colleges in four programs including Medical Lab Technology, Occupational Therapy

Assistant, Surgical Technology, and Veterinary Technology (in teach-out status through May 2018). The students in these programs are able to use the skills and knowledge they learn in the classroom and gain hands-on experience at clinical practice sites off campus at a wide variety of local hospitals and other health care facilities.

- Writing Center: provides qualified staff, a computer lab, and print resources to ensure effective tutoring services for students and to support instructors teaching writing and research skills. The center has a referral process to help instructors direct students to its services. It also maintains a tutorial web page with useful information about writing assignments and proper grammar.

The College has professional development programs including content on pedagogy, technology, classroom management, institutional needs, and more that provides support for tenured, tenure-track, and term faculty members to improve and broaden their teaching skills and enhance classroom effectiveness.

3.D.5.

John A. Logan College promotes the importance of student research. The Learning Resource Center (LRC) Administrative Procedure states that one of the functions of the LRC is to provide reference and research assistance to students, faculty, staff and community.

The Information Literacy rubric provides a tool for faculty to assess the quality of information sources and to inform and assist students with their information literacy skills.

The Library's link on the College's website provides information on Library services for students and faculty regarding research. Students may use these resources to further educational research and personal interests. Faculty may also arrange a Library instruction session for their classes or bring their classes for a tour of the Library. During these sessions and tours, students learn about the Library's catalog, the resources it offers, and how to use the Library's website to conduct research. The Library's website also has an About Us link that features contact information students can use if they have questions or need assistance.

John A. Logan College participates, along with Southern Illinois University and Shawnee Community College, in the Southern Illinois Bridges to the Baccalaureate Program (SI Bridges) project, which is funded by the National Institutes of Health (NIH) and provides paid biomedical and behavioral science research training and professional development for underserved community college students.

Students in the College's chapter of Phi Theta Kappa, the international honor society for community colleges, participate in the Honors in Action project each year. This project involves academic research into the Honors in Action study topic and allows students the opportunity to use and expand their research skills.

Sources

- Admin. Proced. 403 Duties
- Admin. Proced. 405 Learning Resource Center
- BUS_Information Technology Strategic Plan
- Institution_Applied Technologies Program Labs
- Institution_Articulation Agreements
- Institution_Early Alert
- Institution_Placement Guide
- Instruction_Computer and Academic Lab Rooms
- Instruction_Information Literacy
- Instruction_Research Guide
- Instruction_Southern Illinois Collegiate Common Market_SICCM
- Instruction_Southern Illinois Collegiate Common Market_Veterinary Technology
- Instruction_Syllabi_ORI 101
- Instruction_Syllabi_PSY 110
- Website_Academic Advisement
- Website_Academic Advisor Directory
- Website_Allied Health and Public Service
- Website_Campus Tutoring Program
- Website_Career Planning
- Website_Career Services
- Website_Community Health Education Complex
- Website_Disability Support Services
- Website_Distance Learning
- Website_Diversity and Inclusion
- Website_Information Technology - Student Resources
- Website_Learning Lab
- Website_Learning Resources Center
- Website_Library Services
- Website_Museum
- Website_MyJALC Portal
- Website_MyJALC_Degree Audit
- Website_Performance Spaces
- Website_Student Activities and Cultural Events
- Website_Student Multimedia Lab
- Website_Student Success Center
- Website_Student Success Center_Professional and Personal Counseling
- Website_Teaching and Learning Center
- Website_TRIO Student Support Services
- Website_Veterans Resource Office
- Website_Writing Center

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

Related Strategic Plan Projects: #11-Diversity, #15-Career, and Job Readiness

3.E.1

Co-curricular programs available for students at JALC reinforce and reflect the values inherent in the College's mission statement. Diversity is emphasized in the co-curricular offerings, their membership, and the focus of each organization and club. Participation in co-curricular programs benefits both the student and our society as members learn life skills, develop friendships, expand their knowledge, participate in community service activities, and develop interests that will last throughout their lifetime. The large number and variety of co-curricular offerings at the College allow them to be accessible and create numerous opportunities for engaged learning. Students grow from their participation in these programs and develop learning abilities that contribute to competence in the College's selected Student Learning Outcomes of Communication, Critical Thinking, Cultural and Global Awareness, Information Literacy, and Quantitative Reasoning.

The Office of Student Activities and Cultural Events contributes to the educational experience of JALC students by providing accessible, diverse, and engaged learning experiences through co-curricular programs. The Club Corner web page includes information on how to form a new club, descriptions of existing clubs, advisors' and contact information. The Choral and Chamber Ensembles provide a significant contribution to support students' community engagement, service learning, and cultural, religious or spiritual purpose. A schedule of performances is made available to the College community on the Performing Arts web page. Student Ambassadors provide service to the College in various capacities, ranging from campus tour guides or greeters to representatives of the College at community events. The duties of the ambassadors support the College's Mission and enrich the students' educational experience.

The Office of Diversity and Inclusion promotes the exchange of ideas and perspectives and a deeper empathy and respect for those of different racial, ethnic, and cultural groups. This is supported by the College's Diversity Statement Policy. The Diversity and Inclusion web page lists events being held on campus that include diverse topics.

John A. Logan College's athletic programs offer men's and women's basketball and golf, along with baseball, softball, and volleyball. The objectives of JALC athletic programs are set forth in the Athletic Program Administrative Procedure. The athletic program develops students as competitive athletes and teaches teamwork and leadership skills that will benefit the students both on and off the field throughout their lifetime. The Athletics web page includes a link for each sport that allows

students access to schedules, rosters, and scores. Students can also link from this page to stream live athletic events.

Career Services coordinates work related experiences for students interested in this type of engaged learning opportunity. This type of engaged learning provides students the opportunity to explore careers while teaching students professional skills and competencies. These opportunities contribute to the educational experience of the student.

3.E.2

In keeping with its Mission, the College provides "high quality, accessible educational programs, and engaged learning opportunities" both inside and outside of the classroom to enhance the lives of students. Information documenting this can be found throughout the discussion of Criterion Three, specifically within Core Component 3.A and 3.B, along with 3.E.1 above. JALC faculty and staff invite diversity among students and staff, educational programming and co-curricular activities. The creative ideas and academic achievements of all can benefit others thereby upholding the College's Mission of "improving individual life and society."

The College offers a large number of service learning opportunities for students which include community engagement as shown in the annual Community Engagement Report. Comparisons are included in each annual report that shows how the total number of activities and participants involved in the activities increase each year. In addition to the comparison of data, the table of contents lists student activities, performances, conferences, orientation activities, fundraising events, K-12 events, recruitment activities, community events, service projects, athletics games, outreach activities, multicultural events, recognition events, and community meetings. All of these events contribute to students' educational experience and adhere to the various aspects inherent in the College's Mission.

Economic development initiatives at the College include the General Advisory Committee and the Program Advisory Committee as provided for in board policy. Members are composed of representatives of business, industry, and labor from different occupational areas in the college community. They review and evaluate existing programs, recommend new programs, aid in the development of new programs, and represent specific career and technical programs. Advisory committee meetings are essential to CTE programs because they keep the College connected and programs up to date with industry demands and public needs. This connection allows us to meet program objectives and the mission of the College. Additionally, the College is involved with local business and industry memberships as members of area boards such as local Chambers of Commerce and professional associations. This involvement supports the College's Mission to provide "accessible educational programs and engaged learning opportunities" and to be a center of economic resource for individuals and communities.

The Performing Arts web page provides information on plays and other performances and includes how the campus and surrounding community can purchase tickets. These performances cover a wide variety of offerings. Also, the College provides a range of opportunities for International Education including semester-long study abroad and summer programs, lectures, exhibits, performances, and round-table discussions. Programs, events, and funding information for students and community members can be found on the International Education webpage, Community Education web page, and the Diversity and Inclusion web page. The Diversity and Inclusion Office also provides other events and programs for students, as shown on their web page, some of which discuss religion and spirituality. The Community Education brochure provides information on a variety of personal and professional enrichment and development classes to attract many different populations of people,

demonstrating outreach to engage the community.

Sources

- Admin. Proced. 806 Student Athlete Code of Conduct
- Diversity_Events
- Diversity_Performing Arts
- Institution_Community Education Brochure
- Institution_Community Engagement Report
- Institution_Professional Associations
- Policy 3114 Diversity
- Policy 3220 Advisory Committees
- Website_Student Activities_Club Corner

3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Summary

John A. Logan College has policies in place to guarantee courses and programs are appropriate for the degree or certificate awarded and hold students to a high level of performance. Every program offered meets each of the College's five student learning outcomes. Also, board policy ensures the College has sufficient, qualified faculty and supportive staff to carry out the needs of the institution, as well as a wide array of student services to support student learning and effective teaching. Lastly, co-curricular programs at the College reinforce and reflect the values inherent in our mission statement and create numerous opportunities for engaged learning.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

Related Strategic Plan Projects: #1-Student Success

4.A.1

John A. Logan College follows the Illinois Community College Board (ICCB) requirements outlined in the statewide system for the review of instructional programs to support strategic campus-level planning and decision-making related to instructional programming and academic support services.

The purpose of the ICCB Program Review is to:

- support strategic campus-level planning and decision-making related to instructional programming and academic support services; and
- demonstrate the accountability of the community college system in maintaining locally responsive, cost-effective and high-quality programs, and services.

Through this review process, the College strives to align its planning and decision making, as well as provide information to ICCB, to fulfill its responsibilities. The review process:

- examines the need, quality, and cost of individual instructional programs;
- documents the process and utilizes results in planning College initiatives, quality improvement efforts, and the budgeting process;
- involves faculty, administrators, and Advisory Groups, as appropriate, in the process;
- uses current and relevant information and state-level data regarding enrollment, completions, and costs;
- reports results and actions arising from the review to the Board of Trustees and other appropriate constituencies;

The Program Review occurs on an ICCB mandated 5-year rotation cycle and focuses on Career and Technical Education (CTE) Programs, academic disciplines, cross-disciplinary instruction, student and academic support services, and important program changes and improvements that were made as a result of campus planning and quality improvement. Programs with specialized accreditation also follow a review process to retain accreditation status.

4.A.2

The College's Credit Hour Determination Policy complies with the Illinois Community College Board's (ICCB) Administrative Rules and Procedures1501.309.

With the appropriate documentation the Office of Admissions will receive, review, and accept varied types of learning for college credit according to the following board policies and administrative procedures:

- College Level Examination Program Policy outlines student eligibility and provides a description of available CLEP exams, details on cost, fees, and recording of grades.
- Proficiency Credit Policy and the Proficiency Examination Administrative Procedure provide guidelines for proficiency credit which is limited to 30 semester hours (including credit earned by CLEP and Advanced Placement). Students are required to initiate the request through an academic advisor.
- Acceptance of Vocational Credit by Evaluation Policy allows students to receive credit for prior work experience, technical and vocational training and experiential credit.
- Accepting Advanced Placement Credit Policy allows a student to earn a maximum of 15 credit hours of advanced placement credit. To receive credit, a student must earn a score of 3, 4, or 5 on the AP exam. The credit does not carry a grade or grade points and is not calculated into the student's GPA.

4.A.3

John A. Logan College's Transferring Credit Policy governs the acceptance of transfer credits. The College will only accept college-level credit from regionally accredited institutions as recognized by the American Association of Collegiate Registrars and Admission Officers (AACRAO) and the Transfer Credit Practices guide.

John A. Logan College is a participant in the Illinois Articulation Initiative (IAI), a statewide agreement that allows transfer of the completed Illinois General Education Core Curriculum (GECC) between participating institutions in Illinois. This GECC agreement is in effect for students who entered an associate or baccalaureate degree-granting institution in Illinois as first-time freshmen in

Summer 1998, and after that is built into the requirements outlined in the Associate in Arts and Associate in Science curricula. This initiative facilitates the transfer of general education and major course credits between two and four-year colleges and universities.

A transfer course that meets general education requirements will be accepted to meet comparable general education requirements. College-level courses that are not direct equivalents will be evaluated for elective credit. Transfer credits do not necessarily apply to all certificates or degree programs.

Students entering with transfer credits can request to have their transcripts evaluated toward a degree or certificate at JALC. Students desiring to have transfer credit evaluated must request an official transcript from each institution to be sent to the Admissions Office and submit a Transfer Credit Evaluation Form listing all transfer institutions and degree or certificate being sought at the College. Once the required documentation is received, an official evaluation of the coursework will be completed. Evaluation results will be noted on the official academic record of the student.

Dual credit courses have the same rigorous standards as those delivered on campus, and Dual credit faculty are held to the same credentialing standards as College faculty. The College has recently completed its application for accreditation through the National Alliance of Concurrent Enrollment Partnerships (NACEP). NACEP works to ensure that college courses taught by high school teachers are as rigorous as courses offered on the sponsoring college campus. As the sole accrediting body for concurrent enrollment partnerships, NACEP helps these programs adhere to the highest standards, so students experience a seamless transition to college and teachers benefit from meaningful, ongoing professional development. A Spring 2017 notification is anticipated.

4.A.4

Although additions and changes to the instructional programs at JALC may be suggested by any person associated with the College, faculty have the primary responsibility for establishing course prerequisites, rigor, and syllabi. The Curriculum Development Policy and Administrative Procedure for Curriculum Development outline the process by which new course proposals are initiated and approved. All requests to add, change or remove course(s) and program(s) must follow the Course and Curriculum Submission Handbook. When the application is approved by the dean for academic affairs, it will then be presented to the Curriculum and Instruction Committee for review and approval. All approved items will then be presented to College Council, the vice president for instruction, and president for final approval before submitting to ICCB and HLC. If approved, the change will be added to the ICCB Course Master and become a course offering at the College.

The rigor of courses is ensured through the development of objectives by faculty when creating new courses or updating courses in the process of IAI review. These objectives are printed on all syllabi and outline what a student should attain upon successful completion of the course. Student Learning Outcomes are also identified providing students the opportunity to develop learning abilities for success in their personal and professional lives. Faculty mapped courses in both transfer and CTE curriculum to five student learning outcomes approved by the Board of Trustees, and participate in a systematic and purposeful process for the assessment of student learning.

The College, through lead instructors, creates a master syllabus for each course that is available to all faculty on the College's intranet page. This syllabus serves as the template for all faculty teaching the course to ensure expectations are the same. Standardized information regarding learning resources available to students including the Student Success Center, Writing Center, and Financial Aid is provided in the syllabus. The student learning outcome to be assessed in the course is also listed on the appropriate course syllabi, which are checked by lead instructors to ensure specific components

are identical. Faculty have the option of adding additional information to a syllabus beyond what is standard to the course. The Syllabi Portal is accessible by faculty, staff, and students on the College's website.

The vice-president for instruction, dean for academic affairs, director of term faculty and department chair utilize an Instructor Review of Credentials form to review faculty qualifications ensuring the minimum education requirements are met as outlined by the HLC and ICCB. Faculty teaching general education courses, or other non-occupational courses, hold a master's degree or higher in the discipline or subfield. If a faculty member holds a master's degree or greater in a discipline or subfield other than that in which he or she is teaching, that faculty member should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach. Faculty teaching in career and technical education college-level certificates and occupational associate's degree programs should hold a bachelor's degree in the field and a combination of education, training, and tested experience. When faculty members are employed based on equivalent experience, a defined minimum threshold of experience and an evaluation process is used in the appointment process. Such qualifications are allowable even in instances where technical/occupational courses transfer, which HLC recognizes is an increasing practice. Dual credit faculty are also held to the same standards as full-time and term faculty at the College.

The College offers dual credit opportunities to its district students and high schools. JALC adheres to the ICCB Administrative Rules for Dual Credit, Section 1501.507b, which clearly outlines guidelines for dual credit instructors, students, course offerings, and course requirements. The Dual Credit and Dual Enrollment Courses Policy states that enrollment in dual credit and/or dual enrollment is limited to students attending a JALC district public or private school, and home-schooled students residing in the district. Students must be juniors or seniors or complete the additional requirements for sophomores. Dual credit and dual enrollment definitions by ICCB are as follows:

- Dual Credit – An instructional arrangement where an academically qualified student currently enrolled in high school enrolls in a college-level course and, upon successful course completion, concurrently earns both college credit and high school credit.
- Dual Enrollment – An academically qualified student who is still enrolled in high school also enrolls in a college level course at the community college. Upon successful course completion, the student exclusively earns college credit. No high school credits are earned.

The College currently has Dual Credit Agreements with ten of the eleven district high schools, all eleven high schools are participating in dual enrollment, and six private or alternative schools participate in both. Eligible high school students who desire to enroll in dual credit and/or dual enrollment classes for college credit must complete a dual credit/dual enrollment form each semester signed by the high school principal or guidance counselor, attach a copy of high school transcripts, and take the appropriate placement tests. High school students enrolled in dual credit/dual enrollment courses must follow the same course enrollment and withdrawal policies for all JALC students.

Full-time and term faculty are given the opportunity to serve as faculty liaisons to provide additional assistance to dual credit instructors. Duties of the liaison are outlined in Appendix B of the Dual Credit Faculty Handbook.

In Spring 2015, dual credit students, faculty, guidance counselors, and principals were surveyed regarding their dual credit experience. The report included one year out dual credit students as well as dual credit students who were four years out.

John A. Logan College provides access to learning resources including 67 computer and academic

labs supporting educational programs and learning. The Learning Resources Center supports faculty, staff, and students with on-line learning, professional development through the Teaching and Learning Center, test proctoring, use of the Student Media Center, and a full range of Library services.

4.A.5

The College currently offers nine programs with specialized accreditation. Additional programs, such as Associate Degree Nursing, Practical Nursing, Medical Assistant, Massage Therapy, and Nursing Assistant programs have unique admission criteria to ensure students are adequately qualified to begin the programs. Requirements for these programs are specifically outlined in information packets provided to students through the Admissions Office and are available on the College website. The College also includes accreditation information on the program guides for programs with specialized accreditation.

4.A.6

John A. Logan College issues educational guarantees subject to specific conditions and program approval. Transfer program guarantees assure the student that IAI approved courses will transfer to the Illinois four-year public institution chosen by the student. Occupational guarantees ensure the student and employer that a graduate has learned entry-level skills.

The College recently revised the AA and AS program guides to accurately reflect the guidelines set forth by ICCB and the IAI Initiative. The new guides offer students more flexibility and guarantee transfer to all public institutions in Illinois.

To assist with ensuring the quality of CTE programs, the College established an Advisory Committees Policy. The General Advisory Committee for Career Education is composed of representatives from business, industry, and labor in a variety of occupational areas in the College community. Duties and responsibilities include:

- review and evaluate existing programs
- consider and recommend new programs
- assist in the development of the one-year and five-year annual plans for vocational education
- perform liaison activities between JALC and citizens of their communities in gathering and disseminating information concerning College programs.

The Program Advisory Committee is composed of representatives of management and labor in specific occupational areas from the College community and includes the following duties and responsibilities:

- aid in the development of programs
- review and respond to a yearly status report from the program coordinator
- review and evaluate the program they represent a minimum of one time every three years
- perform liaison activities between JALC and citizens of their communities in gathering and disseminating information concerning College programs.

In the last six years, the College provided internships for approximately 90 students in 19 program areas through the Illinois Cooperative Work Study Grant. Due to the Illinois budget situation, this grant was not funded in fiscal years 2016 and 2017, however, the College continues to arrange these educational experiences.

Based on an October 2014 Illinois Community Colleges' Economic Impact report, ICCB stated that "In the year following completion, about 79% of 2011 Logan completers were employed in Illinois. This percentage was slightly higher than the statewide average of 77%. The 10th-day Enrollment Report for Fall 2016, showed that out of 1,350 high school graduates in the 11 district high schools, 642 (47.6%) students enrolled in JALC, which is an increase from the past average of 39%.

Gainful Employment data is collected for all Title IV eligible educational programs that lead to gainful employment in a recognized occupation (GE programs). In addition to program cost, employment data is collected on programs with 10 or more graduates.

In Fall 2016, the College joined the National Clearinghouse to help track the success and transfer of its graduates. The Clearinghouse serves as a trusted agent to educational institutions to assist with student access and accountability. It offers services and reports on student-level educational outcomes and will allow the College to track its graduates and completers more effectively.

The College recently revised the survey of students applying for graduation. Students applying for graduation will be required to complete this survey as part of the graduation application. Data collected through this survey will include a students' perception of the College's Student Learning Outcomes, plans, employment information, satisfaction levels with specific areas of the College, extracurricular activities, and overall satisfaction with JALC. This survey will provide an additional opportunity to track graduates at the College.

Sources

- Admin. Proced. 302 Procedure for Curriculum Development
- Admin. Proced. 804 Proficiency Examinations
- Institution_College Internships
- Institution_Course & Curriculum Submission Handbook 2017
- Institution_Graduation Application Survey
- Institution_Program Review FY 16
- Institution_Program Review FY 16 (page number 173)
- Institution_Student Age Ethnicity and Gender Information
- Instruction_Computer and Academic Lab Rooms
- Instruction_Dual Credit Agreement
- Instruction_Dual Credit and Enrollment Student Form
- Instruction_Dual Credit Faculty Handbook 2016-2017
- Instruction_Dual Credit Faculty Handbook 2016-2017 (page number 20)
- Instruction_Dual Credit_Counselors Survey Results
- Instruction_Dual Credit_Faculty List FY17
- Instruction_Dual Credit_Four Years Out Results
- Instruction_Dual Credit_Instructors Survey Results
- Instruction_Dual Credit_One Year Out Results
- Instruction_Dual Credit_Principals Survey Results
- Instruction_Faculty Credentials Form
- Instruction_Full-Time Faculty Credentials
- Instruction_Program Guides
- Instruction_Programs with Specialized Accreditation
- Instruction_Syllabi_ENG 102
- Instruction_Syllabi_ENG 102 (page number 2)

- Instruction_Syllabi_Template
- Instruction_Syllabus Attachment Page Spring 2017
- Instruction_Transfer Credit Evaluation Form
- Policy 3210 Curriculum Development
- Policy 8210 College Level Examination Program
- Policy 8220 Proficiency Credit
- Policy 8230 Credit Hour Determination
- Policy 8240 Acceptance of Vocational Credit by Evaluation
- Policy 8241 Accepting Advanced Credit
- Policy 8242 Transferring Credit to JALC
- Policy 8243 Dual Credit and Dual Enrollment Courses

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

Related Strategic Plan Projects: #4-Assessment

4.B.1

The Assessment initiative at JALC is based on a national effort in education to ensure quality learning by supporting appropriate placement at the entry level, curriculum standards, and outcomes assessment. The faculty and staff are committed to providing students with opportunities to develop learning abilities that will last a lifetime.

Graduates will be prepared to succeed in their personal and professional lives because of achieved competence in the established Student Learning Outcomes (SLOs) at the College. The current Student Learning Outcomes include Communication, Critical Thinking, Cultural and Global Awareness, Information Literacy, and Quantitative Reasoning. The SLOs are supported by faculty and staff and clearly posted on the College's Assessment website and in the College Catalog. Both CTE and transfer programs evaluate the same SLOs.

In 2014, the College joined the Higher Learning Commission Assessment Academy to reinforce this commitment to the assessment and improvement of student learning. An Assessment Academy Team comprised of five full-time faculty considered experts in at least one of the learning outcomes, and two non-teaching professional staff was established to oversee this initiative. Faculty team leaders are assigned to each SLO and serve as the initial contact person for questions related to the particular outcome and provide individual training as needed. The Assessment Academy Team established a ten-year assessment cycle which defines a four-semester cycle including planning, collecting, calculating, reporting and analysis of data for each SLO. The four-semester cycle allows for a comparison of data fall to fall and spring to spring. An Assessment web page and SharePoint site have been utilized to provide access to assessment documentation.

Full-time and term faculty were surveyed during Spring 2015 and Fall 2016, to evaluate their satisfaction with the newly implemented assessment process. In 2015, 68% of faculty surveyed agreed or strongly agreed that assessment would improve students learning; in 2016, 85% of faculty surveyed agreed or strongly agreed that assessment would improve student learning. Overall results reflected an increase in faculty satisfaction and awareness. The Assessment Academy Team values instructor opinions and will work with mathematics faculty to construct an improved survey tool and

analyze future results.

The Associate Degree Nursing Program at JALC has a customized plan to assess the five Student Learning Outcomes. In Fall 2016, nursing faculty set goals to increase critical thinking skills, clinical reasoning, clinical imagination, and a sense of salience by implementing more effective classroom and laboratory pedagogies such as the use of case studies. In addition, critical thinking skills were measured by a national standardized exam (ATI) before the start of the fall semester and students will be tested, again, at the end of the program. Post program scores will be assessed for improvement from pre-program scores. Faculty will also compare post program scores to national standards.

In addition to the assessment measures described above, the College requires all first-time students to take a placement test to determine their knowledge level at entry to ensure appropriate course placement.

4.B.2

The Assessment Academy Team is responsible for the coordination of the assessment effort at JALC. The Team diligently follows the assessment cycle timeline to plan, compile and calculate assessment data. This information is presented to faculty at in-service meetings and posted on the assessment web page. The general education and CTE program guide courses have been mapped to at least one Student Learning Outcome to ensure that student graduates are assessed in all five outcomes. In Spring 2017, the appropriate SLOs will be listed on the course syllabus informing students of the expected student learning outcome for the course.

Rubric development is conducted during the planning phase of the assessment cycle. As of Fall 2016, rubrics for Information Literacy, Quantitative Reasoning, and Cultural and Global Awareness have been developed. Rubrics are piloted during the semester before the collection of data to identify necessary refinements. During the development process, the Assessment Team Leaders worked with faculty to identify criteria to be assessed and included descriptions for levels of performance quality based on a 0 - 4 scale (not evident-0, beginning-1, developing-2, proficient-3, and excellent-4). It is the consensus of faculty that student proficiency can be measured by those students scoring a 3 or 4 in each objective defined in the rubric.

An Excel worksheet, developed by the Assessment Academy Team, provides another useful tool for documenting assessment data. This worksheet is customized for each course scheduled for assessment that semester and includes identifiers such as faculty name, semester, student learning outcome, student names and student ID numbers. Improvements to this worksheet are ongoing and based on feedback received from faculty and Assessment Team members. In Fall 2016, a summary section was formulated to calculate student proficiency (students scoring 3 or 4 in all categories). This summary provides instructors with an instant view of student proficiency achieved in their assessment activity.

In Spring 2016, a Learning Outcomes Report was designed to outline the assessment process and include an opportunity for faculty to document results, reflections, and conclusions of each assessment activity.

4.B.3

John A. Logan College uses assessment data collected from faculty to determine student achievement of Student Learning Outcomes. The overall results are presented to full-time, term, and dual credit faculty during fall and spring in-service meetings and are posted on the assessment web page.

This data is available for discussion within the individual department meetings.

The Learning Outcomes Report documents faculty observations regarding student strengths and weaknesses and can be utilized as a tool for individual faculty to document improved student learning. In addition to reporting assessment results each semester, the Assessment Academy Team will review all documentation at the conclusion of the four-semester cycle for each SLO and prepare a Summary of Results to assist in documenting noted improvements in student learning.

The instructor evaluation can also be used to make improvements or adjustments to courses based on feedback from students. Tenured full-time faculty are required to administer student evaluations once per academic year, whereas non-tenured full-time faculty and term faculty administer evaluations once per semester. Evaluations are reviewed by department chairs and dean for academic affairs and forwarded to faculty each semester. A copy of the evaluation is also placed in the instructor's personnel file.

The administration and faculty evaluate programs requiring specialized testing for certification. Student pass rates are monitored to assist in identifying areas needing attention. For example, in the College's Associate Degree Nursing, Diagnostic Medical Sonographer, Dental Hygiene, and Cosmetology programs, supplemental courses were created to assist students who were not meeting program standards.

An Online Assessment Team (OAT) has been implemented through the Teaching and Learning Center to ensure the College offers quality online courses. The Team developed a rubric to guide instructors on specific content, format, and processes that should be maintained in online courses. All full-time and term faculty are assessed by the OAT every three years. The Team reviews the course with the instructor and follows up with a written report that documents required elements, identifies strengths and weaknesses, and provides a recommendation for change. This report is shared with the instructor and department chair and reviewed as part of the full-time faculty evaluation. The OAT also developed a series of podcasts that explain all of the sections of the Online Course Assessment Rubric.   All OAT resources are located on the Online Assessment Team SharePoint page.

4.B.4

The College participated in the HLC Assessment Academy during 2007-2011 and focused primarily on two educational goals: communication and mathematical reasoning. Faculty were brought together for group activities to promote unity, exchange ideas, and increase the understanding of assessment concepts. Some notable achievements included piloting, analyzing and revising rubrics for the two educational goals.

In June 2014, the College applied for a second Academy for Assessment of Student Learning to serve as the Quality Initiative for the Open Pathway. The first initiative of the Academy Team was to examine the current eight general education goals. The Team concluded that the eight general education goals should be reduced to five student learning outcomes that define the institution's commitment to student learning. These goals were presented and approved by College Council and the Board of Trustees in 2014.   Another goal of the Assessment Academy Team is to ensure that students are proficient in all five learning outcomes. To achieve this goal, we have had to build a sustainable process for assessment, change the organization's culture of assessment, gather actual assessment data, and improve teaching and learning based on assessment data. The Assessment Academy Team developed a well-thought-out plan, with best practices in mind, including a ten-year assessment plan to emphasize the cyclical nature of assessment and data analysis to improve student

learning.

The project initially centered around nationally recognized peer-reviewed rubrics published by the Association of American Colleges and Universities (AACU). The first rubric designed to assess Information Literacy in Summer 2014 was piloted by four faculty and two administrators. This group attempted to make the process authentic to the faculty experience. As a result of the summer pilot, changes and improvements were made to the rubric to meet the needs of the College and better assess Information Literacy. During Fall 2014, faculty were asked to submit assessment data using the refined rubric for all courses mapped to Information Literacy.

During Fall 2016, Assessment Team members attended fall workshops for dual credit faculty to introduce the assessment process and reinforce the assessment of student learning outcomes in all modalities of instruction. The Assessment Academy Team also focused on improved communication during Fall 2016 by including department chairs, faculty mentors, and dual credit faculty liaisons in all communication sent to faculty scheduled for assessment. Team members also contacted faculty new to the assessment process on an individual basis. The enhanced communication effort resulted in positive participation rates for Cultural and Global Awareness and Quantitative Reasoning. JALC is very pleased with the faculty response to these efforts.

Since joining the Assessment Academy, the Team has worked diligently to follow the assessment cycle for the SLOs. Three of the five assessment rubrics have been created and implemented. The final two rubrics for Communication and Critical Thinking, are scheduled to be developed during Spring 2017 and Spring 2018.

The work of the Assessment Academy Team has been critiqued and praised by the HLC mentors. The comments and feedback from these mentors have reinforced the assessment process and helped the Team avoid common pitfalls in assessment of student learning.

Additional methodologies to assess student learning in areas such as Center for Business & Industry includes the ACT WorkKeys Solutions Provider which provides job skills assessments that measure real-world skills. A Student Opinion of Instruction form is also distributed by full-time and term faculty per the schedule outlined in Appendix E, Full-Time Faculty Evaluation Procedures, and Appendix B-3 of the Association of Term Faculty bargaining agreement.

Sources

- Institution_ADN Assessment Plan
- Institution_Assessment Cycle FY15-FY25
- Institution_Assessment Data Spreadsheet
- Institution_Assessment Rubrics
- Instruction_Compass Placement Summary Report
- Instruction_Full-Time and Term Faculty Assessment Survey Results
- Instruction_Full-Time Faculty Agreement 2016-2017
- Instruction_Full-Time Faculty Agreement 2016-2017 (page number 64)
- Instruction_Instructor Evaluation Form
- Instruction_Learning Outcomes Report
- Instruction_Participation Rates
- Instruction_Student Learning Outcomes

- Instruction_Student Pass Rates
- Instruction_Summary of Results
- Instruction_Summary of Results_All Student Learning Outcomes
- Instruction_Syllabi_MAT 113
- Instruction_Syllabi_MAT 113 (page number 3)
- Website_Assessment Webpage
- Website_Podcasts

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

Related Strategic Plan Projects: #1-Student Success Initiative

4.C.1

As part of the five-year strategic plan, five strategic goals were identified that were consistent with the findings in the environmental scan and reflected the College's highest aspirations. As a result, 16 Strategic Plan Projects were developed to accomplish these five goals.

Project #1, Student Success Initiative, implemented a Student Success Team to lead and drive a coordinated effort to increase the level and rates of student success regarding academic achievement, completions, persistence, retention, and job placements/advancements. The team also developed a Marketing, Recruitment, and Enrollment Management Plan to help achieve the goals while adhering to the College's Mission and Core Values.   The marketing plan set five goals:

1. Revitalize the College website - In Spring 2013, the College entered into an agreement with ETC Computerland to assist in the redesign of the College internet site. A usability study was completed in May 2013, and the restructuring began in October 2013. The website's new look and focus went live in March 2014. With the addition of SharePoint for internal communication, the focus of the website shifted to a recruiting tool rather than an instructional tool. In 2016 the College Webmaster upgraded to a more user-friendly search component making the webpage easier to navigate.
2. Use Integrated Marketing and Branding to Promote the College - The College uses a mix of public relations, social media, and traditional marketing to promote the College brand of "Why Would You Go Anywhere Else?"
3. Have an outside agency conduct a review of materials, web page, and media buying - The College entered into an agreement with Growing Media, a local video production firm, in Fall 2013. Growing Media produced several TV commercials and internet videos consistent with the College brand.

4. <u>Increase the use of social networking sites</u> - Since Fall 2012, the presence of social media has tripled. Growing Media assists College staff in monitoring all social media accounts. The College also uses paid boosts to achieve higher visibility while placing advertisements on Facebook and Twitter feeds. Direct target marketing on search engines and social media is also utilized to place online advertising to target markets.

5. <u>Develop new materials and brochures for recruitment</u> - In Summer 2014, a database was designed to track the age of brochures to ensure replacement on a regular basis. Admissions staff visit district high schools on a regular basis to disseminate information, materials, and giveaway items.

This plan was reviewed and updated Fall 2016.

4.C.2

The College launched the inVOLve project in Spring 2013 (also referenced in 5D2). The purpose of the project was to identify potential methods in which JALC could utilize collaborative efforts among departments and academic departments to successful implement student retention strategies. Three goals were established and included activities designed to meet these goals. The project defined a target population consisting of at-risk, early-outs, and transfer students. A Fall 2012 cohort, including 1,280 qualifying students, was chosen based on the parameters defined for the target population. As a result of the project, a new one-credit hour student orientation course, College 101, was developed for entering freshman to provide information about the College, in addition to policies and procedures to increase student academic success. Beginning Fall 2016, this course was required for all dual credit cohorts at the high schools.

In Fall 2016, the College began utilizing an Early Alert program. This system is part of the Jenzabar student retention software. The Jenzabar Early Alert System is a fully-integrated concern management system that centralizes student success information and streamlines communication, ensuring no student falls through the cracks. The system provides automatic alert notifications, interventions, and follow-up assignments for instructors, academic support, and the student's primary advisor. Faculty identify students with a need and send out the alert. The academic advisor receives the alert and reaches out to the student to devise a plan to assist them in successfully completing the course. These alert notifications allow for a quick response and targeted interventions based on the students' needs and will increase the College's ability to track these students to check on their retention and success.

As a result of Jenzabar implementation, the College anticipates implementing the Strategic Enrollment Management plan that serves as a retention tool in the Summer of 2017. This recruitment tool has advanced predictive modeling for insight unique to JALC. It creates automated workflows that track students through the entire retention process. It is anticipated the data produced from this tool will be studied and used to make any warranted improvements.

The Office of Institutional Research (IR) tracks retention figures for John A. Logan College students. Currently, the IR Office monitors and reports the 10th day to end of semester data, fall to spring semester, and fall to the following fall semester retention rates. In addition, data regarding graduation and transfer rates, as well as degrees awarded, are also compiled in this office. This information is available on the College's website under the Students' Right to Know/Consumer Information link and the IR website that can be found through the A-Z search.

The following resources were developed to improve communication and support student retention: Introduction to Online using Desire2Learn, MyJALC Student Portal Guide, and JALC New

Student Guide. These resources specifically target new students to acclimate and enhance their success.

The College collects data from the annual ICCB Program Review, which speaks to the number of graduates in technical programs. In addition, IPEDS also contains retention, persistence, and completion data. The College programs with licensure exams also keep records of pass rates.

4.C.3

The College utilizes information regarding retention, persistence, and completion of programs to make any necessary improvements. With the newly implemented Early Alert Program, discussed in 4.C.1, the College plans to study the data created and implement changes as needed. The College is excited about this robust Early Alert Program and believes it will help more students succeed in their educational endeavors.

The College recently revised all baccalaureate transfer curriculum guides to better align with the IAI transfer initiative, which allows students to complete AA or AS degrees more efficiently. Effective Fall 2016, the credit-hour requirement in the IAI Social and Behavioral Sciences and Humanities and Fine Arts areas was reduced, and a new section on math science requirements was added.

4.C.4

The Office of Institutional Research (IR) follows industry standards in its collection of data. Currently, the College uses IPEDS definitions of retention, persistence, and completion rates. The College also participates in the National Clearinghouse which provides additional data. All data is made available to students and the public via the College website.

In Fall 2016, the Institutional Research Office developed a webpage that can be accessed from the College website's A to Z search.

The College recently revised the Graduation Survey. Given issues with low return rates, the survey will now be mandatory for all students applying for graduation starting Spring 2017.
The content of the survey was also revised to more effectively measure students' perceptions concerning how learning outcomes have helped them achieve their personal and academic goals. The new survey will provide the data IR needs to revitalize that area of data collection.

Sources

- Institution_16 Strategic Plan Projects
- Institution_College Catalog
- Institution_College Catalog (page number 37)
- Institution_Early Alert
- Institution_InVOLve Project
- Institution_IPEDS Reports 2007-2015
- Institution_National Clearinghouse Data
- Institution_Strategic Plan FY14-FY18
- Institution_Strategic Plan FY14-FY18 (page number 42)
- Instruction_MyJALC Student Portal Guide

- Instruction_Student Pass Rates
- ORI_100_57_SP17_Stewart_C
- Website_Institutional Research
- Website_Introduction to Online Using Desire2Learn

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

John A. Logan College is dedicated to the quality of its educational programs, the assessment of student learning, and educational improvement in its general education degree and certificate programs. Participation in the Assessment Academy and newly developed software tools now available to track retention, persistence, and completion rates continue to support the College's efforts in providing quality educational programs.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

Related Strategic Plan Projects: #2-ERP System, #3-IT Staffing, #10-Strengthening Management Practices, #9-Website Redesign, #13-Learning Management System Implementation, #16-Capital Construction

5.A.1

Fiscal Resources

The Vice-President of Business Services and College Facilities Office monitors the financial health of the College. JALC's financial statements are reviewed through an independent audit each year and submitted to the ICCB. The College posts recent years of audited financial statements on the College's main website under planning documents. The three primary sources of budgeted operating revenue in FY17 are from tuition and fees (50.3%), local property taxes and other local revenue (24.2%), and state funding (24.7%). As cited by two independent investor rating services, JALC has a large, stable, and diverse tax base. Since the last reaffirmation of accreditation visit in 2007, JALC has experienced dramatic financial changes. Until the 2009 levy, property tax growth had a stable history of 4 - 9% annual growth and student enrollment averaged a 5% annual growth. Over the past five years, JALC has worked diligently to contain or reduce costs and aggressively adjust tuition and fees to offset lost revenue associated with downward enrollment trends and reduced state funding. Since FY07, reliance on state funding has been reduced by 18%, and revenue from tuition and fees has been increased by 14%. A portion of the gain in tuition and fees was generated from the implementation of variable tuition for high-cost programs that provide credentials for high-level technician positions in the regional workforce. Standard tuition rate per credit hour increased

from $64 in 2007 to $115 per credit hour in 2017. In FY15 a $5 technology fee was added, and in FY17 a $60.00 activity fee was added. The College currently has a median tuition rate, when compared the Illinois Peer Institution Groups.

The College has demonstrated prudent financial planning, as validated by the Distinguished Budgeting awards received from the Government Finance Officers Association (GFOA) for the past five fiscal years. However, the College continues to face financial challenges from declining enrollment and the ongoing Illinois financial crisis. The College was able to overcome early financial challenges through fund balance goals and sustainable financial planning. In 2008, the Board Finance Committee developed and implemented fund balance goals (e.g., percent of annual operating expenses) to build healthy reserves in the operating, auxiliary, and working cash funds. With proper planning, JALC was able to exceed its goal of 25% in the operating funds for five consecutive years, decrease average annual operating fund budgeted expenses to less than 1% growth, and maintain "strong" fund balances through FY15. Sustainable Financial Planning for Budget Cuts at John A. Logan College was implemented in 2010 as a prime example of proper planning and was awarded an Illinois Council of Community College Educators Innovation Award. This plan defined fiscal levels of concern and detailed, proactive actions that would occur if or when each level was reached. The College Composite Financial Indicators (CFI) ranged from 1.8 - 2.5 for the four years following the implementation of this plan.

Declining state revenues and student enrollment resulted in deficits in FY14, FY15, and FY16. State revenue distributed to community colleges is almost entirely performance based with funding tied to the generation of credit hours. Given a two-year lag in funding, the decrease in enrollment that began in 2010 began to be felt in 2012 and beyond. That associated decline in state revenue has continued to trend down due to its association with credit hour generation at John A. Logan College since that time, but with a dramatic and abrupt change in FY16 and FY17 due to the Illinois budget impasse.

Fiscal Year	Fall 10th Day Enrollment Headcount	Fall Semester Credit Hours Generated
2008	6,167	58,916
2009	7,024	63,156
2010	6,787	59,073
2011	6,257	53,549
2012	6,400	53,571
2013	6,425	50,100
2014	6,108	47,413
2015	4,313	42,195
2016	4,424	39,736

In 2015, faculty and staff were asked to submit ideas to reduce costs and increase revenue as part of the FY16 budget planning process. The College received over 400 responses, and although many ideas were implemented allowing the College to meet FY16 financial obligations, enough savings were not realized to avoid a deficit situation or use of reserves. The College incurred an unavoidable $5 million deficit because only 35% of the budgeted state operating revenue for the fiscal year was

received.

Administration constructed the FY17 budget in anticipation of a continued state budget impasse. A 16% reduction in spending was implemented by removing $5.4 million in discretionary spending and personnel expense. A post-employee retiree health insurance benefit was funded through a bond issue to relieve operating costs. In addition, the College renewed its agreement with PMA Network to assist the College in refunding the 2007 series general obligation bond issue for interest savings. The College also developed three new administrative procedures on 1) fund balance goals, 2) balanced budget, and 3) debt management.

In early FY17, the College had $26.5 million in total debt (e.g., 52% of its debt capacity and 74% of debt scheduled to mature over the next ten years). The long-term plan to meet fiscal obligations in FY17 and beyond is dependent on the outcome of the Illinois budget impasse, which is currently unknown. Because JALC has utilized only one-half of its debt capacity and retains stable investor grade ratings, the College is positioned to address a low working cash balance (6.9% vs. 15% goal). The College received an "Affirmed" rating of AA-Stable by Standard and Poor's Rating Service and an A2 Negative by Moody's Investors Services. Since the College has only received FY17 stop-gap funding equal to 38% of its FY15 state allocation, additional working cash will be sought to meet financial obligations in Spring 2017, through the issuance of bonds. A lack of additional funding will also result in a $2.8 million operating fund deficit for the year and a drawdown of $1.4 million from the auxiliary fund reserves. Further reductions in FY18 spending will be proposed if final FY17 state funding is below 75-80% of FY15 levels.

REVENUE BY SOURCE (OPERATING FUNDS)

Fiscal Year	Local Revenue	State Revenue	Tuition/Fee Revenue	In-district Tuition	Other Revenue	Total Operating Revenue
FY08	$6,167,586 (19.0%)	$13,221,379 (40.8%)	$11,945,416 (36.9%)	$67.00 per credit hour	$1,077,972 (3.3%)	$32,412,353 (100%)
FY09	$6,350,865 (19.1%)	$13,416,723 (40.3%)	$12,590,976 (37.8%)	$71.00 per credit hour	$938,022 (2.8%)	$33,296,586 (100%)
FY10	$6,455,265 (18.2%)	$14,317,685 (40.2%)	$13,853,497 (38.9%)	$76.00 per credit hour	$954,012 (2.7%)	$35,580,459 (100%)
FY11	$6,721,541 (18.5%)	$14,011,085 (38.7%)	$14,561,672 (40.2%)	$84.00 per credit hour	$960,227 (2.6%)	$36,254,525 (100%)
	$6,694,916	$12,799,473	$15,060,002	$92.00 per	$515,724	$35,070,115

FY12	(19.1%)	(36.5%)	(42.9%)	credit hour	(1.5%)	(100%)
FY13	$6,752,032 (19.6%)	$12,511,717 (36.3%)	$14,632,971 (42.4%)	$92.00 per credit hour	$579,915 (1.7%)	$34,476,635 (100%)
FY14	$6,904,625 (20.4%)	$12,310,024 (36.4%)	$14,156,792 (41.9%)	$97.00 per credit hour	$434,690 (1.3%)	$33,806,131 (100%)
FY15	$6,979,596 (21.6%)	$11,516,216 (35.7%)	$13,328,268 (41.3%)	$99.00 per credit hour	$438,406 (1.4%)	$32,262,486 (100%)
FY16	$7,032,808 (28.5%)	$4,004,468 (16.2%)	$12,787,067 (51.8%)	$109.00 per credit hour	$863,306 (3.5%)	$24,687,649 (100%)
FY17	$6,969,000 (24.2%)	$7,116,320 (24.7%)	$14,500,000 (50.3%)	$115.00 per credit hour	$219,500 (0.8%)	$28,804,820 (100%)

Note: FY08 through FY16 is based on actual revenue. FY17 amounts are based on budget.

Human Resources

John A. Logan College strives to attract the most qualified faculty and staff. As of October 2016, there are 658 employees including 431 staff (222 part-time and 209 full-time), 61 full-time faculty (22% with a Ph.D., 66% with a master's degree and beyond, 9% with a bachelor's degree and .01% below the bachelor's), and 166 term faculty. With the steady decline in annual credit hours (e.g., 143,478 in FY10 to 94,136 in FY15), the College restructured its employee group in FY16 to better align with current enrollment and labor market trends. Over the past five years, the College has demonstrated its commitment to maintaining human resources by allocating on average $23,034,778; 64.5% of annual operating expenses to employee salaries and benefits.

John A. Logan College maintains a highly-qualified staff and faculty that meets ICCB and HLC requirements. The Office of Human Resources manages all hiring for the College according to current hiring policies and procedures and requires evidence of competence for faculty and professional staff. The College is an equal opportunity employer, with the executive director of human resources overseeing compliance with federal regulations and affirmative action. New full-time faculty and instructional division professional staff attend an orientation by the dean for academic affairs, providing policies, and procedures to assist them in their position. Term faculty attend a similar orientation by the director of term faculty and are paired with a full-time faculty mentor their first semester at the College. Faculty are provided with a negotiated annual professional development allowance and non-teaching staff budget for conferences and travel within their respective department.The Teaching and Learning Center hosts training for all employees, whereas the Center for Business and Industry provides federally mandated training including OSHA, air-born

pathogens, and National Incident Management System (NIMS). All College staff are offered the opportunity to take a three credit hour course during regular work hours each semester for professional and personal growth.

Supervisors complete an annual Employee Assessment in accordance with the Performance Evaluations Procedure and collective bargaining agreements. Faculty conduct a self-evaluation, are observed in the classroom and evaluated by students. Faculty duties and responsibilities align with the standards of performance detailed in their labor agreement. Staff evaluations focus on performance standards established by the supervisor to document performance and identify areas for improvement. All new employees are evaluated each month during the 90-day probationary period as outlined in the College's Evaluation Policy.

Physical Facilities

John A. Logan College's main campus occupies 67 acres of a 169 parcel of land in Carterville, Illinois. The College has a well-qualified and technically talented grounds, maintenance, custodial and campus police staff. The College's gross square footage in FY11 was reported on the ICCB B3 Data Report as 563,701 square feet and has increased to 677,451 square feet in FY16. There has also been a 17% increase in classrooms and labs within this same timeframe.

The College also maintains two extension centers. The West Frankfort Extension Center's floor plan of 10,607 square feet includes five smart classrooms (1speifically for GED), one computer lab (20 computers), one computer lab/study room/testing room (5 computers), three offices, and one nursing lab. The Alongi Du Quoin Extension Center has 7,800 square foot floor plan that includes five smart classrooms (1 specifically for GED), one small computer lab/study room/testing room, one computer lab and one nursing lab.

Each fiscal year, the College submits the Resource Allocation and Management Plan (RAMP) to ICCB and IBHE detailing capital requests for which state financial assistance is sought. To ensure the College's quality physical infrastructure is well maintained and meets the mission of the College, the 2017 Facility Master Plan was presented to the Building Grounds and Safety Committee in February 2017 for approval. This plan provides a framework for continued growth, renewal, and enhancement of the College's facilities. The Facility Master Plan process is outlined in the District Site and Construction Master Plan Review and Update Procedure and is followed for both current and future building and renovation projects.

Technological Infrastructure

John A. Logan College's Information Technology (IT) department oversees the College's technology needs. The College pays close attention to how technological change impacts the world, student success, and the college environment. The Information Technology Department (IT) provides technical support to students, faculty, and administration at the main campus and extension centers. Services include staffing the IT Student and Faculty Help Desk, support for user logins which provides users access to D2L, maintaining 67 computer and academic labs, 96 SMART classrooms; providing Jenzabar Enterprise Resource Planning (ERP) system support; and maintaining the network/telephone communication infrastructure. The 2016 Information Technology Strategic Plan is driven by student needs, technology trends, and feedback from students, faculty, and staff through the Integrated Technology Committee. Accomplishments include a $1.0 million dollar network modernization and implementation of a new ERP system. Student navigation and information access were improved through a significant overhaul of the College's website through the implementation of Strategic Plan #9, Website Redesign.

Beginning in 2013, the College made a total financial commitment of $4.5 million to purchase a new Jenzebar Enterprise Resource Planning system with implementation assistance through CampusWorks, The transition from APECS to Jenzabar modules began in 2014, and as of Spring 2017, all finance and student modules are fully implemented. The Jenzabar system includes a web-based portal for student and faculty use (referred to as MyJALC). The portal mediates many aspects of college life including registering for classes, viewing schedules and class rosters, grading and viewing grades, bursar functions, and more.

In January 2013, JALC Board approved a five-year contract to adopt Desire2Learn (D2L) as the College's learning management system, which went live in Summer 2013. Before this, the College supported two learning management systems simultaneously: Blackboard and Moodle. D2L is a robust system for the online delivery of instruction. It is also used to supplement portions of traditional face-to-face courses.

With its current full-time and part-time staff of 658 employees, JALC can maintain the physical and technological infrastructure needed to support the current student population.

5.A.2

John A. Logan College's FY17 budget allocates 32.4% to instruction, with an additional 7.1% and 10.3% to academic support and student services, respectively. Education continues to remain a priority of the College, as indicated by the allocation of resources and reaffirmation of the Mission documents in 2013. The College Administration and the Board continuously monitor budgets, make reductions where needed, and allocate appropriate fiscal and human resources to ensure instructional and institutional services are met and maintained in accordance with the College Mission.

The vice-president for business services and college facilities and the dean for financial operations are responsible for the development of the annual budget process, which follows an annual calendar and aligns with Government Finance Officers Association (GFOA) standards. The College takes great pride in the fact that resource allocation and budget planning are both institution-wide initiatives. Each fiscal year, the Board approves the annual budget and maintains oversight through reports from the Board Finance Committee and monthly financial summaries from the vice-president for business services and college facilities. Deans, department chairs, and directors also monitor monthly budget activity through the Jenzabar system.

Internal controls at JALC include purchasing policies and procedures, a purchase requisition approval process, and receiving procedures. Fiscal Fridays are presented to the College Community throughout the academic year by the vice-president for business services and college facilities to provide updates and discuss future projections. Each year, the College seeks an independent financial audit, and the report is uploaded onto the College Internet for public review and inspection.

5.A.3

The Strategic Plan includes the reaffirmation of the Mission, Vision, and Core Values. Sixteen Strategic Plan Projects specifically related to the educational mission of the College were developed through the reflection of the five strategic goals. These projects were ranked on strategic value, stakeholder value, cost, and feasibility. Increasing student success is the number one strategic goal, which has organized a coordinated effort to increase the level and rates of student success regarding academic achievement, completions, persistence, retention, and job placement/advancements.

The President and vice-presidents review all strategic plans and budget allocations before the final

submission of a budget to the Board for their consideration and approval.

5.A.4

The Office of Human Resources monitors the hiring and evaluation of administrative and classified staff. Attracting and maintaining qualified full-time faculty and staff, who are focused on the College's success is a priority of JALC. The vice-president for instruction, dean for academic affairs, and department chairs utilize the Instructor Review of Credentials and 2000 Hours Work Experience Document to review faculty qualifications and ensure that minimum education requirements, as outlined by the Higher Learning Commission's Guidelines for Determining Qualified Faculty, are met. All dual credit faculty are required to meet the same educational guidelines as JALC full-time and term faculty. The College outlines the procedures to be followed in implementing policy on hiring faculty within administrative procedure.

Department chairs, mentors, and supervisors distribute a Faculty/Staff Handbook to all new hires. Dual credit instructors also receive a Dual Credit/Dual Enrollment Faculty Handbook from the director of dual credit and partnerships.

Faculty and deans are directly involved in recruiting faculty, and the vice-president for instructional services presents the faculty candidates to the President and the Board for approval. The full-time faculty association's contract contains salary schedules at each qualification level, which is determined by years of education and experience, while also providing the tenure and evaluation process.

John A. Logan College encourages employees to continue their education for advancement by offering tuition waivers. Term faculty teaching six credit hours per semester are also entitled to a tuition waiver. By continuing their education, full-time faculty are rewarded with horizontal increases on their salary schedule, per Appendix B of the collective bargaining agreement. The Learning Resource Center (LRC) provides support and training to the faculty of the College which supports their professional development regarding ERP training, on-line teaching, teaching pedagogy, smart podium training and innovative approaches to teaching both in the class and on-line.

Each full-time faculty is allocated $1,150 professional development funds per fiscal year, per Section 4.11 of the collective bargaining agreement. Due to the reduction in force in Spring 2016, faculty agreed to donate the funds for FY16, to provide relief to the riffed faculty by covering their health insurance for a year. The professional development funds will be revisited in the upcoming faculty association negotiations.

The terms of appointment of tenure are included in section VI of the collective bargaining agreement and described in detail in Criterion 3.C.3.

5.A.5

The overall budget process is guided under the direction of the vice-president for business services and college facilities with day-to-day coordination by the dean for financial operations. However, the development process involves participation from every departmental Budget Officer from across the entire campus including department chairs that seek input from their faculty. Budget training is provided to all budget officers and their assistants annually by the dean for financial operations on the BudgetPak software.

Beginning with FY14, and continuing each year through FY17, the budget has been prepared

by utilizing a modified form of zero-based budgeting. Budget requests for specific items such as contractual services, software, memberships, travel, equipment, etc. must be built from the ground up with expense detail and justifications. This new process was a significant transition from years of incremental budgeting.

In FY15, the budget development process utilized a new budgeting software, BudgetPak, designed solely for this purpose. The College's general ledger structure is incorporated into the new software which also allows budget officers to include line item detail and notes that are visible to approvers. Prior budget year data and actual expenditures are imported into the budget software for comparison purposes during budget development. The software includes secure reporting tools that are very useful to everyone involved in the process.

Sources

- Admin. Proced. 501 Hiring Procedures
- Admin. Proced. 502A_502B Hiring Procedures
- Admin. Proced. 507 Performance Evaluations
- Admin. Proced. 701 Purchasing Procedures Handbook
- Admin. Proced. 721 District site and Construction Master Plan Review and Update
- Admin. Proced. 771 Debt Management
- Admin. Proced. 772 Fund Balance Goals
- Board of Trustees Minutes 1-22-13_D2L
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- BUS_2017 Annual Budget (page number 83)
- BUS_2017 Annual Budget (page number 92)
- BUS_Budget Activity
- BUS_EAV Growth Data - TAX LEVY Data
- BUS_Expenditure Reduction
- BUS_Facilities Master Plan 2017
- BUS_Financial Audit
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- BUS_HLC Ratio Table
- BUS_Human Resource Budgets FY13-FY17
- BUS_Investor Rating
- BUS_IT 3 Year Strategic Plan 2016
- BUS_Life Science Budget FY16
- BUS_Purchasing Policies and Procedures Handbook 2016
- BUS_Purchasing Policies and Procedures Handbook 2016 (page number 7)
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- Institution_Employee Assessment Form

- Institution_Employee Count FY10-FY17
- Institution_Faculty and Staff Handbook 2016-2017
- Institution_Strategic Plan FY14-FY18
- Institution_Strategic Plan FY14-FY18 (page number 67)
- Institution_Tuition Table
- Instruction_Computer and Academic Lab Rooms
- Instruction_Dual Credit Faculty Handbook 2016-2017
- Instruction_Dual Credit_Faculty List FY17
- Instruction_Faculty Credentials and 2000 Hours Form
- Instruction_Full-Time Faculty Agreement 2016-2017
- Instruction_Full-Time Faculty Agreement 2016-2017 (page number 37)
- Instruction_Full-Time Faculty Agreement 2016-2017 (page number 46)
- Instruction_Full-Time Faculty Agreement 2016-2017 (page number 57)
- Instruction_Full-Time Faculty Credentials
- Instruction_Student Activity Fee
- Policy 3510 Equal Opportunity Statement for Students and Employees
- Policy 5110 General Hiring
- Policy 5220B and 5220D
- Policy 5230 Evaluation
- Policy 5250 and 5251 Professional Growth
- Policy 7154 Purchasing
- Website_Desire2Learn_Orientation
- Website_Financial Audit

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

Related Strategic Plan Projects: #8-Internal Communications

5.B.1

The Illinois Community College Board (ICCB) is the governing body of the state's 48 community colleges. The ICCB provides support and guidance to the colleges in developing and maintaining high demand, high-quality and cost-effective academic programs.

The Board of Trustees is the governing board of John A. Logan College and consists of seven members elected by the district's residents and one student trustee elected by the student body according to the Student Board Member Policy. Legal counsel attends all board meetings to ensure that all legal and fiduciary responsibilities are being met. Duties of the Board of Trustees are clearly outlined in board policy**.**

The Board Policy Manual, created when the College was founded in 1967, was established by the Board of Trustees, College administration, and legal counsel. This manual includes policies that guide the College in the daily operations. Administrative procedures, outlining specific procedures for implementing board policy, serve as an appendix to the Board of Trustees Policy Manual.

The Board Committees Policy states that standing and ad hoc committees of the Board will be appointed by the Board Chair and shall not include more than two trustees. Board committees, along with the administration, are used to govern specific aspects of the College and make recommendations directly to the Board.

The Board provides oversight of the College business through regularly scheduled board meetings outlined in the Meetings of the Board Policy. According to the Notification of Board Member Policy, agenda items are reviewed by the president, board chair, and vice-chair seven working days before each meeting. The meeting agenda and accompanying materials, including financial and expenditures reports, is distributed to board members four working days before the meeting. Meeting agendas and minutes are posted on the JALC website for public viewing.

The Board of Trustees and College staff assist each newly elected member of the Board with

the understanding of Board functions, policies, and procedures before taking office as outlined in the Orientation of New Board Members Policy.

The College has membership in the Illinois Community College Trustees Association (ICCTA) and its national counterpart, the Association of Community College Trustees (ACCT). Both organizations are excellent sources of information for trustees regarding current legislation, educational trends, and issues.

The College's organizational structure demonstrates clear lines of authority, reporting, and formal relationships from the Board of Trustees to the front-line employees. The College is organized into fifteen major functional units: two vice-presidents, Instructional Services and Business Services and College Facilities; five deans, Community Education, Workforce Development and Adult Education, Student Services, Academic Affairs, Financial Operations; two associate deans, Education Technology and Admissions; three executive directors, Human Resources, JALC Foundation and Integrated Technology; and three directors that report to the President, Athletics, Diversity and Inclusion, and Institutional Research.

5.B.2

Principles and Procedures for Effective Cooperation Between the College Board and the President, calls for a high order of devotion, statesmanship, and integrity. The policy states it is of utmost importance for the good of the students in the College that the Board and the president work in an atmosphere of mutual trust and good will while considering the interests of all constituents in the institution's governance to promote effective leadership.

Formulation of Policy provides a basic method by which the Board exercises its leadership in the operation of the College and assigns roles to various constituent groups to assist in policy development, including administrative staff, College Council, students and community members.

The Board meets with the Student Senate twice per year (Fall and Spring) for interactive sessions. These meetings provide opportunities to share student input gained through student surveys and suggestion boxes. Three collective bargaining groups have the opportunity to report to the Board of Trustees each month during the Group/Association Reports item on the agenda. These groups help establish the wages, working hours and working conditions for the association members.

5.B.3

The College has made great efforts to include all internal constituencies in the institutions' governance. The president holds regular staff meetings with the vice-presidents. Each vice-president holds staff meetings with their deans/directors, and the Board meets with the Student Senate twice each year during fall and spring semesters. Standing committees of the Board, including no more than two board members, are appointed by the board chair and report to the Board during regular board meetings.

The faculty, staff, students and other constituents participate in committees that support the College's policies and direction. Participation in ongoing committees, such as College Council, involves all employee groups in shared governance. The Committee Structure of the College Council procedure gives detailed descriptions of the standing committees and their reporting structure. Actions taken by the Council are presented through the appropriate vice-president as advisory recommendations to the president. The committee structure provides the opportunity for faculty and staff involvement and enriches their educational working experiences. The Curriculum and Instruction Committee assists in

the development of curriculum and approves all new curriculum and course proposals which are then subject to Council for final approval. The Strategic Planning Committee, which is the decision-making body that coordinates the College's Strategic Plan, allows these internal stakeholder groups the opportunity to affect both the current and the future of the College and its students. Other ad hoc committees, such as the Administrative Systems Committee, provide direction on the implementation of the College's ERP System Jenzabar and Higher Reach.

The College's student government association is the Student Senate, which is comprised of representatives from student clubs, the student trustee, and other at-large students. The Student Senate members elect a president, vice-president, secretary and treasurer, and meet weekly to identify and address student issues, organize service projects, and encourage student involvement on campus. The Student Senate also has the opportunity to meet with administration throughout the year. A student trustee is elected by a campus-wide student referendum and serves a one-year term. The student trustee attends all board meetings and participates in the executive sessions. The Board of Trustees holds an interactive session with Student Senate during a regular board meeting twice a year. The Student Senate recently played a key advisory role in the decision to implement a new $60 student activity fee, that affects students taking six or more transferable college credits during fall and spring, and three or more college credits during the summer semester. This fee allows students to participate in a semester-long membership at the College's Community Health Education Complex (CHEC) and enrolls in one Community Education class each semester. Also, the activity fee allows free access to student activities, performances, and athletic events.

A suggestion box is housed in the CHEC fitness center which allows patrons the opportunity to submit suggestions, complaints, and recommendations for improvement regarding the Community Education programs. These documents are reviewed and considered by the administration for appropriate action. Many new ideas for classes have resulted from suggestions received from patrons and students.

Sources

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- Institution_Committee Structure
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- Instruction_Student Activity Fee
- Policy 2130 Board Committees
- Policy 2210 Orientation of New Board Members
- Policy 2310 Duties of the Board of Trustees
- Policy 2380 Student Board Member
- Policy 2410 Meetings of the Board
- Policy 2411 Notification of Board Members
- Policy 2710 Formulation of Policy
- Policy 2810 Principles and Procedures for Effective Cooperation Between College Board and President
- Web Agenda 2-28-17

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

Related Strategic Plan Projects: #12-CQI Transition, #13-Learning Management System(LMS) Implementation, #16-Capital Construction Renovation/Maintenance

5.C.1

John A. Logan's ability to carry out its Mission; *"We are a diverse learning and teaching community committed to improving individual life and society through high quality, accessible education programs, and engaged learning opportunities"* is completely dependent on the strategic plan for the future of the College, careful management of resources, and enhancing the institution's effectiveness in providing quality education. Since the last comprehensive evaluation by the Higher Learning Commission, JALC has used strategic planning to allocate resources. The allocation of resources is part of the budget processes and resources are allocated according to the Strategic Plan. In 2007, under the direction of the 6th president, Dr. Robert Mees, the Strategic Plan, Logan at 50: A Strategic Plan for 2017 and Beyond, was developed and implemented. An annual operational plan was used to facilitate new budget requests and assign them priorities.

In August 2012, the Board approved to contract with Wunderle Consulting, Inc. to develop the current Five-Year Strategic Plan FY 2014-2018 that expanded initial strategic planning efforts to include institutional improvement and project continuation into perpetuity. This project spanned eight months, included an environmental scan, reaffirmed the College's Mission Statement, identified change drivers, updated Core Values, and provided a vision for the future. The plan includes a budget impact projections that align with the College's mission. Strategic projects are identified with timelines, goals, key benefits, measures of success, and interim project "owners."   These initiatives are designed to meet the College's five strategic goals: 1) increase student success, 2) improve operational effectiveness, 3)strengthen management practices, 4) promote a more diverse campus environment, and 5) transition to a CQI culture. Because of a more comprehensive strategic document containing actionable items, the College started to develop a formal process to align future budget requests with the new plan. The College implemented zero-based budgeting, and College expenses were tied to the strategic plan as a concerted effort to link budgeting with institutional planning. Within the new budget software, BudgetPak, that was implemented in FY 2015, a feature called "Action Paks" was created. This tool allows for special grouping within a departmental budget

and to name the grouping as it relates to specific projects or initiatives. This grouping allows for reporting on strategic projects budgeted and allows division heads to review their costs.

Annual training for budget officers began in Spring 2014. The dean of financial operations conducts training for all budget officers and their assistants. Budget officers can make direct connections to the strategic plan document during the development phase of the budget process. The Strategic Plan document contains 16 Strategic Plan Projects that are aligned with the Mission. Some projects were underway as early as FY14, such as the new ERP and Learning Management Systems and College's website. Project owners were assigned from within the original steering committee and provide project oversight, along with updates to the president including status reports of accomplishments to-date, and next steps. Multiple projects have been and continue to be supported with budget dollars.

Further evidence of alignment of resource allocation (e.g., capital expenditures) with the mission is the Facilities Master Plan. This plan serves as a guide for "the orderly development of campus" to enable the College to continue providing the educational and cultural resources to the region as programs, enrollments, and technologies change. This plan is reviewed and updated on two, five and 10-year cycles to maintain compliance with the Administrative Rules of the Illinois Community College Board.

5.C.2

The mission and planning documents of the College guide all aspects of business and operations at the College including assessment of student learning, evaluation of operations, and budgeting. The current Strategic Plan includes 16 strategic plan projects, focusing on student success, evaluation of College operations, planning, and budgeting.

As outlined, in 4.B, JALC joined the HLC Assessment Academy as its Quality Initiative in 2014. Although the College had participated in a previous Assessment Academy, expected outcomes were different because the College wanted to provide assessment data that the institution has been lacking to make evidence-based decisions for the improvement of teaching and learning.

To begin the process, the Assessment Academy Team reviewed the College's general education goals. These goals were updated into student learning outcomes that identified core competencies graduates should obtain regardless of the degree earned. These outcomes were and approved by the faculty, College Council, and Board of Trustees. The assessment of student learning is faculty-driven, mostly through the efforts of the Assessment Academy Team. Members of this team serve as mentors and liaisons to the assessment process and meet three to four times each semester to review and monitor the assessment plan. Assessment of student learning was ranked the fourth most valued strategic project, with the goal of institutionalizing a faculty-driven and administration-facilitated process to include an assessment strategy, develop a baseline for assessment, and disseminate outcomes with faculty and administrative staff. During Spring 2015, faculty in-service courses were mapped to student learning outcomes. An assessment cycle was developed by the Assessment Academy Team and faculty participate in the development of rubrics for each outcome. Data from the assessment is presented at the faculty and staff in-services each semester. The College submitted the Assessment Academy Midterm Report to HLC in FY16 and received positive feedback from the HLC mentors.

Evaluation of College operations is prominent within several strategic projects including the implementation of a new Learning Management System implementation, Website Redesign, Process Improvements and Office Productivity to increase efficiency and effectiveness. The Board of Trustees also approved the financing plan to fund the purchase and implementation of a new

Enterprise Resource Planning (ERP) system to provide JALC with advanced capability to extract and use data for reporting, research, and informed decision making. Campus Works was hired as a consulting company to lead the College in evaluating systems and selecting a vendor, which was Jenzabar.

The Illinois Community College Board coordinates a statewide system for the review of instructional programs. The Program Review Manual 2012-2016 provides guidelines and describes reporting methods for statewide review of instructional programs by community colleges. JALC realizes the College has a primary responsibility to evaluate instructional programs and to make decisions about improvement and continuation of curricula. All CTE programs have external advisory boards to ensure that curriculum is aligned with relevant trends and expectations. The programs are reviewed on a five-year rotation basis, to ensure the quality, continuing need and cost-effectiveness of instructional programs. The cost data along with assessment data is included in the program review for each curriculum. The cost data allows the departments, department chairs, and administration to review the financial information that relates to each program, alongside the other data, such as assessments of student learning reports, enrollment data, and labor market information. The program review allows the College to make decisions, appropriate resources, as well as budget decisions regarding curricula.

5.C.3

Internal constituent groups play a major role in the strategic planning processes at the College. Wunderle Consulting, Inc. was approved by the Board to began the process of developing the current Strategic Plan in August 2012. Several opportunities for internal constituents to participate in this eight-month process were available during the data-driven collection phase of the project, all of JALC's constituencies were invited to participate in some way including interviews, workshops, surveys, focus groups, and invitations via a feedback link in the strategic planning web page. The consultant also conducted a thorough review of existing documentation and worked closely with a 17 member steering committee of experienced employees representing all of JALC's constituencies and departments.

The College relies on the CTE advisory committees, business and industry, and other constituents to plan for the future of the College. The College invites high school counselors twice a year, which allows counselors to provide input, as well as learn about opportunities for incoming freshman. The College has partnered with SICCM, which has provided an avenue for career technology program evaluation and implementation. Currently, 47.6% of our district high school graduates attend JALC. Internal planning is facilitated through the Board of Trustees, organizational reporting and committee structure. Department chairs provide feedback directly from faculty groups. Student feedback is provided to the Board through the Student Trustee and Student Senate. It was stated in 5.C1, that fiscal planning is comprised of all areas of the College.

5.C.4

The unprecedented budget impasse within the State of Illinois has caused JALC to reevaluate its current capacity and discuss the possible impacts from the fluctuating revenue from the economy, state budget, and student enrollment. These discussions began in November 2014 with a financial presentation to the Board at a public board meeting to provide a financial update with a "reserves" analysis. It soon became apparent that expenditures for the upcoming 2016 fiscal year would need to be reduced dramatically to narrow the gap between anticipated revenues and expenses because of dramatic reductions in credit hour generation. At that time, close to 80% of total College revenues were associated with credit hour generation, with the remainder provided through local property

taxes. These concerns were presented to the Board of Trustees at their February 24, 2015, public Board meeting where recommendations for the FY16 budget were presented. Highlights of the presentation included the need to cut expenses and increase revenue by $3,618,718 to create a balanced FY16 budget. Action items included retrenchment of four full-time positions (three staff and one faculty), a tuition increase, and approval of a retirement policy incentive/MOU. These recommendations were approved by the Board and were based on two key assumptions: a 10% reduction in community college state funding and stable student enrollment.

Unfortunately, neither of those much-needed assumptions were met in FY16. Credit hour production fell in the first half of the year again, and the state provided no operational funding during the Fall 2015 semester. The administration began budgetary discussions during December 2015, and the College community was made aware of budgetary concerns and challenges on January 12, 2016, when President House addressed faculty and staff at the beginning of the spring semester. In his address, he stated "next fall I can tell you that we are going to continue to implement all of the things I have mentioned above, but there will be significant layoffs unless the state of Illinois comes through with the money. There is no other way; there is not enough flexibility in this budget. Like any other public entity, this College is 80 or more percent personnel costs."

As the College entered the process of constructing the FY17 budget without having received any funds from the State of Illinois, it was apparent that natural attrition and further reduction in discretionary spending would be insufficient to accomplish what would be needed to create a balanced budget. In addition, much of the reserves held by the College had been consumed during FY16. Hence, the College needed to reduce expenses by more than $7 million to strive for a balanced budget in FY17. The process for determining alternatives to a reduction in force included re-reviews of historical Sustainable Financial Planning for Budget Cuts and over 400 employee suggestions from 2015 that may have been overlooked previously. College Administration also began evaluating educational programs for viability and cost effectiveness. Non-personnel related reductions were made to the budget and decisions regarding personnel were made to get as close as possible to the desired cost reduction goal while still maintaining services to students. Those decisions led to actions taken in the special March 2016 board meeting, which was incorporated into the FY17 budget presented to the Board, in tentative form May 2016 and final form in June 2016. Over $1 million in non-personnel cost reductions were made and over $4 million in personnel cost reductions, which included both attrition savings and savings from eliminated positions. In total, $5.7 million dollars were removed from the budget, and use of $1.4 million in reserves from the College's auxiliary fund was required. The FY17 budget contains a 15.7% reduction in operating expenses and is the lowest operating fund budget in 12 years. The FY17 budget is approximate $12 million lower than FY10 when revenues were at their strongest. The FY17 budget was developed with the assumption that state funding for the College would be 63% of the amount originally appropriated for FY15 or $7.1 million. With stop-gap funding, only $4.3 million was received for the first six months of FY17, and additional funding is uncertain.

5.C.5

The environmental scan mentioned in 5.C.1 and the College's Technology Strategic Plan have been key components in anticipating emerging factors in regards to changing technology. The advisory committees, which are made up of industry professionals, provide anticipated shifts in careers, and demographics, are just one way that the College works to stay ahead of the emerging trends and issues. The College's Workforce Development is another source that provides insight to the changes in business and industry in our College District.

Sources

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- Board of Trustees Minutes 2-24-15
- Board of Trustees Minutes 2-24-15 (page number 5)
- BUS_2017 Annual Budget
- BUS_BudgetPack
- BUS_Facilities Master Plan 2017
- BUS_Sustainable Financial Planning for Budget Cuts at JALC
- Institution_16 Strategic Plan Projects
- Institution_Assessment Academy_Midterm Report
- Institution_Assessment Cycle FY15-FY25
- Institution_Budget Reduction_Employees Responses
- Institution_Committee Structure
- Institution_ICCB_System Rules_Manual 2016
- Institution_ICCB_System Rules_Manual 2016 (page number 62)
- Institution_Organizational Chart
- Institution_Program Review FY 16
- Institution_Strategic Plan FY14-FY18
- Institution_Strategic Plan FY14-FY18 (page number 17)
- Institution_Strategic Plan FY14-FY18 (page number 29)
- Institution_Strategic Plan FY14-FY18 (page number 83)
- Institution_Strategic Plan_Project Update
- Instruction_Course Mapping

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

Related Strategic Plan Projects: #1-Student Success Initiative, #2-ERP System, #3-IT Staffing, #4-Assessment, #6-Process Improvements, #9-Website Design, #12-CQI Transition, #14-Planning & Institutional Effectiveness

5.D.1

The Office for Institutional Research is responsible for supporting policy, planning, and decision-making by producing reliable and effective data in an efficient and timely manner. The College uses the Office of Institutional Research to provide data and aid in decision-making processes which improve institutional effectiveness. The director also serves as the data update coordinator to the Higher Learning Commission.

The College recognizes that the assessment of student learning is central to its mission and has joined the Assessment Academy through the Higher Learning Commission to build a sustainable process for the assessment of JALC's five student learning outcomes to improve teaching and learning. The goal of this process is to base teaching and learning decisions on tangible assessment evidence and to change the organization's culture from a compliance mentality to one of continuous improvement and effectiveness.

The College regularly conducts program reviews according to the five-year rotation schedule as mandated by ICCB. This process evaluates instructional programs, student services, and academic support programs once within the cycle. The process gathers and assesses information, which provides a picture of the structure and function, as well as an assessment of the effectiveness.

In the 2013 Program Review, it was revealed that there was a lack of medical related education and training. As a result, JALC and Southern Illinois Healthcare (SIH) partnered to design a Learning Simulation Center that provides high-quality health care job training programs and education to medical professionals within SIH, medical professionals in the region, and community residents. The addition of clinical rotations through simulation exercises, webcam recordings, and distance learning capabilities are a few of the new offerings now provided to medical professionals.

The College revised how the graduation survey was being delivered after the start of the new Jenzabar system, and the return rates continued to drop significantly. Effective Spring 2017, the graduation survey is a required section within the application for graduation in an attempt to increase this area of data collection. One of the primary purposes of this survey is to determine if students feel the learning objectives have helped them achieve their personal and academic goals.

A suggestion box is located at the log-in desk at the Community Health Education Center giving

patrons an opportunity to submit suggestions or concerns. These suggestions are taken into consideration by the administration, and the appropriate action is taken.

For over 30 years, JALC has successfully obtained a federal TRIO grant which is funded by the U.S. Department of Education. TRIO is student services outreach program designed to identify and provide for individuals from disadvantaged backgrounds. Objectives must clearly be met to continue to receive funding

From 2014 to 2016, the Facility Services Department tracked custodial tasks on a regular basis- modifying frequency as required. The Facility Services Task Logs are a systematic "outlook" file which designates repetitive cleaning tasks on a calendar/timeline basis across our campus. This process ensures that campus cleaning tasks are regularly reviewed in a preemptive manner. Cleaning tasks are assigned to the list with a repetitive date (time frame) for completion. The Service Task List is reviewed by the director of facility services and the completing employee to assess the effectiveness of the scheduled regularity.

In October 2016, the College implemented a software called "On The Mark," which is a sanitary maintenance management program. "On The Mark" is a cloud-based program specifically designed for quality custodial management in educational facilities that addresses quality control issues. As the College moves into the full utilization of this program, an even more robust management system will ensure a green, clean, and sanitary campus provided for students, staff, and visitors.

The National Reporting System for Adult Education (NRS) is an outcome-based reporting system for the State-administered, federally funded adult education program. The Colleges Adult Education program clearly shows continuous improvement each year and must meet NRS standards to continue to receive grant funding. Students in GED/ABE programs at John A. Logan College consistently exceed benchmark averages set by the Federal Government based on the NRS.

The Adult Secondary Education (ASE) programs are successful and strive to meet the goals and objectives of the grant annually to receive continued funding. Data clearly shows continuous improvement and an increase in attendance rates from 2012-2016.

The College documents evidence of its website performance through Google Analytics. Google Analytics allows the College to see which website pages are performing the best and monitors website traffic trends throughout a semester and school year. Additional detail, such as average session duration, is also available.

During Spring 2016, a scan was run on the College website to check for compliance with Section 508 of the Rehabilitation Act. The report showed a small percentage (less than 1.3%) of accessibility issues which have been addressed by the College webmaster. One accessibility problem discovered was with PDF documents on the website. Reports show the College website is extremely accessible to the public. Therefore training is in place for those who will be creating documents for the College website and all employees will be required to follow these guidelines. Most recently, software was purchased to regularly run scans on our website to assist in identifying accessibility problems.

5.D.2

John A. Logan College has remained solvent during the Illinois budget impasse by reducing expenses, increasing revenue, and applying budgetary lessons to future projections to ensure the institution remains true to its mission for years to come.

The Chief Financial Officer presented a financial update to the Board at a special public meeting on July 21, 2016. He explained that if the College does not receive more than stop-gap funding in FY17 the following scenarios will be considered:

- The College will be required to either borrow external funds or issue working cash bonds in Spring 2017 to address cash flow concerns.
- There will be at least a $2.8 million operating fund deficit for the year and a drawdown of $1.4 million from the auxiliary fund reserves
- If FY17 state funding is less than 75%, additional reductions in spending will be required for FY18

If funding is not received, the College will have received only 73 percent equivalent of one-year funding over a two-year time span. In the past few years, the changes to the method of budget development and the implementation of a budgeting software have helped improve planning efforts for the efficient use of the College's resources. These improvements have now become vital as the situation with a lack of state funding has recently escalated to a critical point. Because of the uncertainty of future funding, JALC is applying previous operational experience and lessons learned to sustain future operations of the College.

One goal during this transition to strategic planning was to eliminate outdated operational plan that had been budgeted over many years. Often, what was intended to be a one-year request would become an ongoing budget item hidden among generic budget dollars. While it may be a slow progression, there is also a tendency after many years of budgeting for a natural inflation of requested amounts. The former process also made it difficult for a new budget officer to come in with anything but a generic understanding of their departmental budget. While each year's adopted budget provided for general spending guidelines, it lacked the ability to be an efficient operational planning tool both before and throughout the fiscal year.

At the same time, the College was transitioning to a strategic planning approach; concerns began to arise over future revenue sources. Expected reductions in credit hour generation were projected to affect both of the College's largest resources: state funding and tuition revenue. This issue, combined with relatively flat projections for property tax revenue, caused growing concern related to the ability to support prior expenditure levels along with contractual obligations for salary increases and a growing need to support technology.

In FY14, the College implemented a modified form of zero-based budgeting to bring the budget back to a basic starting point and increase the efficiency of the planning process and address concerns over projected revenue. This process specifically identified line items such as contractual services, computer software, publications and membership dues, conference and meeting expenses, capital outlay, and smaller equipment requests. Departmental budget officers were directed to build their budget from the ground up and include detailed requests and justifications that provided input to determine what was most important to each department. It was even more crucial that division heads were informed of the details related to each budget items to make informed decisions during the process of reviewing budget requests.

With a large number of departments and approximately 60 budget officers involved, Excel was not the most efficient tool to facilitate zero-based budgeting and the desired level of detail. Also, the College needed a process to align requests to strategic projects and a better reporting tool. Budget officers can now see the prior year's budget and the actual expenditures from the preceding year for each general ledger account. Any variance is reported to the user both in dollar amount and percent.

After the budget planning process is complete, budget amounts are imported into the College's ERP system. Departmental budget officers retain the ability to monitor specific details of the approved budget items to ensure expenditures are allocated to the appropriate department and expense categories. This information guides them throughout the fiscal year as they proceed with operations and spending limitations. The College is also able to utilize the BudgetPak software for employee salary and benefit department budgets and revenue sources.

In 2013, the Board approved the Five-Year Strategic Plan 2014-2018, that helped set the vision, mission, and goals for the College through 2018. The College has increased its overall institutional effectiveness by striving to meet the goals and objectives of this plan.

In 2014, JALC separated the purchasing function from the vice-president of business services and college facilities into a separate department. The separation allowed more focus on creating greater efficiency in the purchasing process and workflow, as well as cost savings through shared best practices and use of alternative venues such as purchasing consortiums. In addition to the daily function of the department, the purchasing handbook has been updated. Presentations and training documents have been prepared to assist in communicating and informing staff of the process. Purchasing operates on a continuous improvement platform to stay in compliance with policy and guidelines, develops and maintains vendor relationships, develops standards that will create uniformity in purchasing, and oversees the efficient use of existing resources.

In March 2016, the College received approval from the Illinois Board of Higher Education to participate in the State Authorization Reciprocity Agreement (M-SARA). Federal regulations published in late 2010, reminded institutions that if they wish to offer academic programs and courses in any modality, including online delivery to students residing in another state, they must obtain approval from the state in which the student resides. The regulation specified that states could enter into reciprocal agreements for such purposes, which prompted the Midwestern Higher Education Compact (MHEC) Executive Committee to approve a voluntary agreement among participating MHEC member states at its June 2013 meeting. The agreement established comparable state authorization standards for interstate offerings of postsecondary distance education courses and programs. The College's financial commitment to participate in SARA is a $4,000 annual membership fee.

The Community Health Education Complex (CHEC) is continually exploring ways to become a more financially productive facility. One source of revenue explored and implemented for the Spring 2017 semester was a mandatory student activity fee. Surveys to gauge student interest for such a fee were developed and given to students across campus. Out of approximately 350 responses, only 25% of students marked that they would NOT support such a fee. In addition, 86% of students responded that they would be "moderately likely" or "extremely likely" to use the CHEC facility if such a fee were implemented. The student activity fee will encourage more students to engage in healthy exercise, while simultaneously generating additional revenue for facility improvements (updated equipment, new fitness programs, etc.). This fee also allows the student to participate in a semester-long membership at the CHEC fitness center and enroll in one Community Education class being held in the facility that semester. The activity fee also allows students free access to select student activities, performances, and athletic events.

As discussed in 4.C.2, the College launched the inVOLve project to assist with retention in Spring 2013. This project identified methods JALC could utilize collaboratively between professional and academic departments to successfully implement student retention strategies and resulted in the following retention goals:

- by Spring 2015, achieve 92% retention (10th day to the end of semester totals)
- by Spring 2016, achieve 75% retention (fall to spring)
- by Fall 2016, achieve 55% retention (fall to fall)

Activities were designed to meet these goals and a cohort of at-risk, early outs, and transfer students were identified. A Fall 2012 cohort of 1,280 eligible students was targeted, and results of the project indicated that 77.6% retention rates were achieved for Spring 2016, and 45.7% retention rates were achieved for Fall 2016. This data showed that the College exceeded the goals for Spring 2016, but the goals for Fall 2016 were not met. The Spring 2015 data was lost due to the transition from APECS to Jenzabar that took place during the Spring and Summer 2015. During this transition period, the two systems were unable to run simultaneously, which resulted in the unavailability of data.

As part of the Student Success Project #1 within the Strategic Plan, the Recruitment and Retention Committee developed a retention plan. The inVOLve Project, driven under the APECS system, served as a template to increase student retention rates and improve communication among faculty, staff, and students. To further improve retention, the College implemented an Early Alert System through Jenzabar in 2016, that serves as a vital part of the College's commitment to student success. The Early Alert program is designed for faculty to identify students throughout the semester who need assistance because of academic performance, class participation, attendance, and behavior issues. When an early alert is submitted an email is generated to the student and the student 's primary academic advisor. The purpose of this email is to help the student to develop a plan to improve performance in the class and notify the advisor so he/she can follow-up with the student directly. This follow-up process allows advisors to go beyond traditional advising responsibilities to build a solid support structure with their students.

In 2010, the College established a Sustainability Center to make sustainability a guiding principle for all institutional practices. This Center promotes initiatives to reduce campus energy use and environmental impact and serves as a liaison for sustainability-related programs and projects between the campus, community, various state agencies, organizations, and companies. Accomplished initiatives, such as the recycling plan, are reported in the 2016 Sustainability Report.

Highlights of the recycling plan include:

- recycling a wide variety of our waste materials
- continuing to meet state guidelines that require us to recycle a minimum of 40% of our solid waste generated
- reviewing purchasing policies to eliminate procedures that discriminate against items with recycled content
- re-selling surplus items previously destined for the landfill so they can be reused and repurposed

The Colleges' Sustainability program coordinator has been the recipient of several awards, most recently a Sustainability Champion Award from the Illinois Green Economy Network (IGEN). This award recognized outstanding commitment and unwavering dedication to incorporating sustainability into the College campus and collaborative spirit, leadership, and unparalleled contributions to the IGEN Administrative Team. This was the first ever College Sustainability Champion Award presented by IGEN. The College also received the 25th Anniversary Illinois Governor's Sustainability Award in 2011 for its efforts in sustainability initiatives.

To enhance the implementation of the new Jenzebar system, CampusWorks was contracted by the

College. CampusWorks provided an information technology director, project manager, Jenzabar performance remediation, and technical support. Under the direction of Campus Works, a 2016 Information Technology Strategic Plan was developed to chart the direction for the development and evolution of information technology infrastructure, services, and support at the College. The plan does not dictate specific operational solutions, but rather, provides a strategic context within which information technology decisions can be made. This formally-articulated information systems architecture serves as a set of guidelines for making informed decisions about information systems issues, acquisitions, implementations, and ongoing support and maintenance.

John A Logan's Heating and Air-Conditioning Program, accredited by Partnership for Air-Conditioning, Heating, and Refrigeration Accreditation (PAHRA), was recently placed 12th in the country for top HVAC associate degree programs. The College's HVAC program has maintained growth, with graduates gaining employment in high-skill level positions in the HVAC/R industry. Since achieving this status, the College has received nearly $100,000 in donated equipment from various vendors which will lead to increased industry training and job opportunities.

In 2015, the Scheduling Office recommended a new software system, Event Management System (EMS), which works with the current Jenzabar system. EMS has many campus-wide benefits including auto sync with Jenzabar, which ensures both systems are always up-to-date with the latest changes. The speed of rolling over classes from semester to semester has increased dramatically, from days to seconds, saving valuable time by streamlining this process. EMS user access is virtually unlimited, which provides a campus-wide solution to licensing issues experienced with the previous system. The College has opted to continue with the EMS support on a yearly basis to provide upgrades to the software. As these upgrades are instituted, we are ensured to have the most viable and current system available for room management.

In November 2013, preliminary work began on a workflow system to expedite the employee onboarding process. The Information Technology Department used Microsoft's SharePoint 2013 platform to solve problems associated with the College's paper-based onboarding system. The new electronic workflow system expedites the routing process and improves the flow of new employee information to the appropriate offices to implement issuance of computer log in information, telephone, and office setup for new employees.

In January 2014, the College engaged in a relationship with CampusGuard to enhance the College's efforts in complying with the handling of cardholder data according to the Payment Card Industry Data Security Standards (PCI DSS). CampusGuard visited the campus in 2014, to provide training encompassing PCI DSS standard practices and visited office locations to determine procedures and practices related to the storage, processing, and transmission of payment card data. A PCI DSS Compliance Findings Report was provided to assist the College's consolidated efforts to enhance the security of the institution and comply with PCI DSS standards.

Sources

- BUS_Facility Services Task Logs
- BUS_Purchasing Policies and Procedures Handbook 2016
- Institution_CampusGuard PCI DSS Compliance Findings Report
- Institution_Early Alert

- Institution_Early Alert (page number 12)
- Institution_Graduation Application Survey
- Institution_InVOLve Project
- Institution_NRS Core Performance Measure 2016
- Institution_Office for Institutional Research
- Institution_Sustainability Report 2016
- Institution_Sustainability Report 2016 (page number 21)
- Institution_Website Performance_Google Analytics
- Instruction_Adult Education NRS Measures 2015
- Instruction_Adult Secondary Education Program
- Instruction_M-SARA Agreement
- Instruction_Student Activity Fee

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

The College has demonstrated prudent financial planning of all resources, while engaging in the allocation of such resources with the mission, and overall assessment of students in mind, as evidenced in the strategic plan and the budget process. The governance and administrative structures at John A. Logan College promote effective leadership and support collaborative processes which help the institution fulfill its mission. The institution works systematically to improve its performance through a variety of performance measures, learns from operational experiences and initiates improvement by creating and sustaining tools created for that purpose.

Sources

There are no sources.